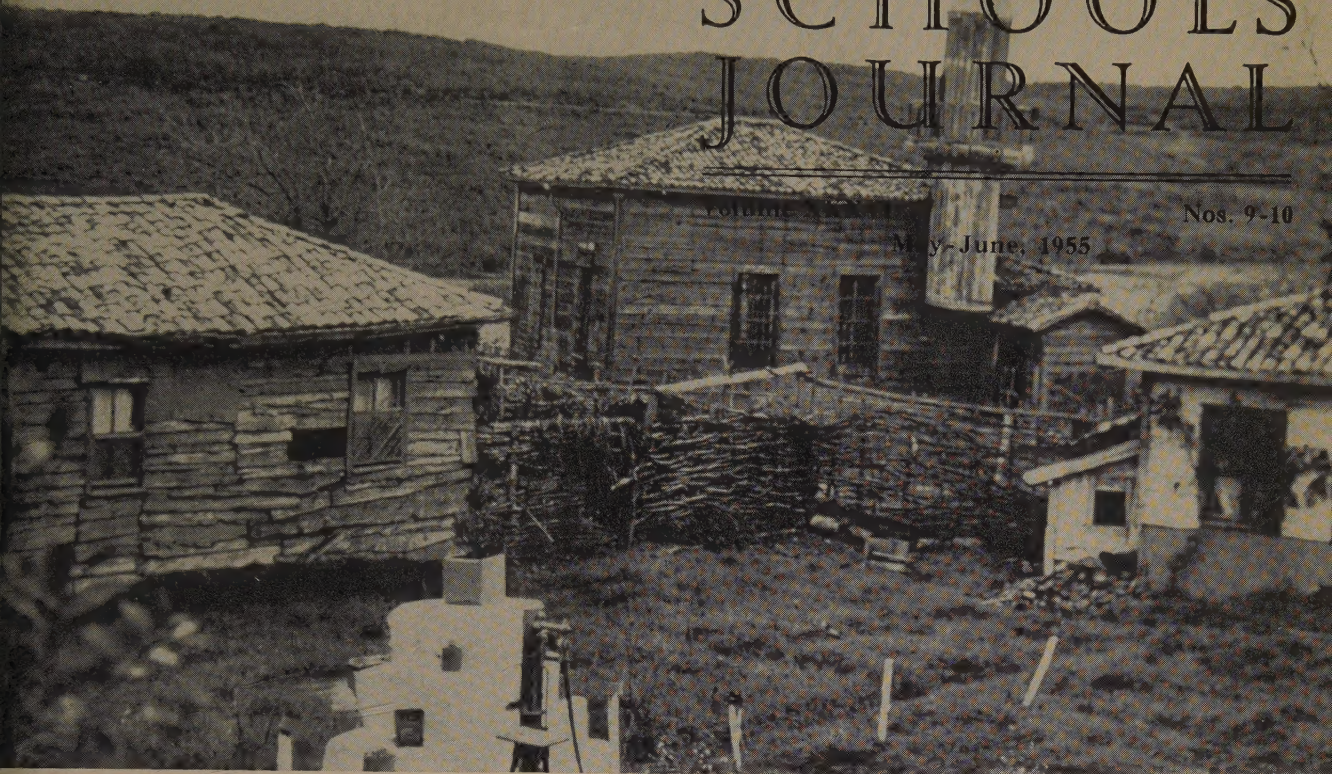


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JOHNNY AND HIS READING

A Critical Review of a Critical Book

DAVID KOPEL

CHICAGO TEACHERS COLLEGE

Editor's Note: Of the recent books which have been critical of American education none has had greater publicity and attention than "Why Johnny Can't Read," by Rudolph Flesch.¹ Dr. Flesch, an author and consultant on writing to several business firms, utters a sweeping denunciation of just about every current authority on the teaching of reading and advocates that reading be taught exclusively by means of phonics. The book has been applauded by many popular book reviewers and is selling widely. Comments by educators are just beginning to appear. Because of the widespread interest in the book, teachers will surely be asked many questions about its thesis. The full-dress review presented below reflects the editorial opinion of the JOURNAL staff as well as that of the reviewer.

JOHNNY was twelve and repeating the sixth grade "because he was unable to read and couldn't possibly keep up with the work in junior high" when the author came to the rescue. Six months later Johnny has almost "caught up [in reading] with other boys of his age," and he was happy again. Fortunately, you see, the author "knew of a way to teach reading that was altogether different from what they do in schools or in remedial reading courses or anywhere else."

What is the secret? On pages 2 and 3, in the author's own words again, "It's very simple. Reading means getting meaning from certain combination of letters. Teach the child what each letter stands for and he can read."

This view of the reading process and of methodology which depends solely on phonics may seem plausible to the layman, but teachers will readily recognize its oversimplification and inadequacy. They know that the exclusively phonic method advocated by Flesch appears to succeed with bright children (who learn by any method), that it confuses and retards the slow, that with many children

it results in a stultifying word-calling or parroting that is anything but "meaningful." They also know that phonics has value when employed judiciously as one of the many useful techniques for teaching children to read. They regard phonics as nutritionists regard vitamins: as one element in a healthy diet; they do not forget the equally important proteins, fats, carbohydrates, and minerals.

Flesch would have his audience believe that children today are merely instructed to look and guess at the pronunciation of words. Yes, children are taught to look perceptively at the shape and composition of words, and to study their contexts. The point is, however, that phonics is also accorded a vital role in the reading program in *every* series of widely used textbooks and in *all* professional books for teachers. To be sure, there is a difference in emphasis between the educators' position and that of Mr. Flesch; but his distortion of the difference, by lifting statements out of context and other misrepresentations, leads to a caricature of teaching and a

¹*Why Johnny Can't Read.* By Rudolph Flesch. New York: Harper & Brothers, 1955. Pp. 222. \$3.00.

vilification of educators that is reprehensible and false.

For example, Flesch characterizes as "ridiculous" the statement by Paul Witty and this writer in *Reading and the Educative Process*,² "that English is essentially an unphonetic language." At that place we were demonstrating the many irregularities of English (how can a teacher ever forget G. B. Shaw's illustration that "gh-i-ti" is one phonic way of spelling "fish"?) that make a phonic approach complicated and overwhelmingly difficult for the average six-year-old. Flesch concedes these irregularities exist, but minimizes their importance. He takes no cognizance of other relevant statements in our book, such as "since phonic training appears to help certain children, she [the teacher] should be prepared to meet the exigencies of her particular group with the knowledge of a fairly comprehensive phonetic scheme by means of which individual differences and needs may be served" (p. 88); or, "Specific phonetic instruction (in selected sound and phonogram combinations for which there is an observed need) is often appropriate and helpful" (p. 250).

Donning the guise of scientific scholar, Flesch devotes a chapter to a review of "every single reference to a study of phonics vs. no phonics." He summarizes eleven investigations. It happens that an article by Witty and this writer on "The Place of Phonetics in a Reading Program" appeared in *Educational Administration and Supervision* in May, 1937. Our appraisal was supported by a bibliography of 44 items and included seven of eight studies cited by Flesch which had been published up to that time. On the other hand our own critique, many of the studies reported by us and overlooked by him, and the middle-of-the-road conclusions to which practically all studies contribute, are ignored by Flesch in his dogmatic, either-or rejection of all methods except the phonic.

Now let us look at a recurrent semantic error in the Johnny book, expressed in the following quotation: "there are no remedial reading cases in Germany, in France, in Italy, in Spain...[nowhere] in the world except in the United States." It is quite true that "remedial reading" is practically unknown in Europe but this does not prove that "remedial reading" is not needed. Flesch implies that all children there succeed — which is arrant nonsense. Many children do *not* succeed; they are retained in grade and often encouraged to discontinue school at an early age. This is common knowledge which can be confirmed by asking anyone not suffering from amnesia who attended an elementary school in Europe.

Moreover, we must remember that standards of achievement are different there. In the lower grades of the European schools a mastery of the alphabet and the development of skill in calling words are the criteria of success. In American schools there is an insistence that children understand what they are doing, that they read meaningfully at every stage of their development. Growth may appear to take place more slowly, but it takes place more surely for more children from all socio-economic levels. With our highly mobile population and with more children than ever before crowding the schools and remaining in school for longer periods, the evidence nevertheless abounds that the average public-school graduate of today reads as well as or better than the average representative of a more highly selected and stable American school population fifty, seventy-five, or one hundred fifty years ago.

Derogation of the American school takes the form also of invidious and specious comparison with schools abroad. "Generally speaking," says Flesch, "students in our schools are about two years behind students of the same age in other

²New York: Ginn and Company, 1939.

countries." One of these other countries, for Flesch, is his native Austria. Now the average Austrian secondary-school pupil is undoubtedly better versed in the humanities than is his American counterpart. But this superiority can by no means be attributed to the preoccupation with phonics in the first grade. The present writer has also lived in Austria (for several years), and has studied its educational system at first hand. Reporting in the *School Review* for February, 1950, he points out that the academic superiority of the Austrian child is due to disparate cultural values, curricula, and pupil populations. "The average high-school student in the United States closely approximates the *average American adolescent* in mental ability and academic aptitude, but the average secondary-school student in Austria is the product of considerable selection and is representative, at most, of fifteen per cent of Austrian youth, the offspring of the upper-middle and higher social classes. The American ideal (an ideal not yet completely attained in many communities in the United States) of secondary educational opportunities and guidance for *all* boys and girls is definitely not the goal of the Austrian *Mittelschulen*."

No fallacy or typographical error, but wild irresponsibility is the charge by Flesch that "To them [educators], failure in reading is *never* caused by poor teaching." (The italics are Flesch's.) In our own book a chapter on "Causation of Reading Difficulties" has a concluding section on methodological factors in which we elaborate on the statement that "many [investigators] believe that disability cases are caused frequently by ineffectual instruction...." (p. 232). Similar views can be found in the books of virtually all of the educators cited so disparagingly by Flesch. Of course we and the others disagree fundamentally with Flesch as to what methods are inappropriate and

harmful; but this divergence makes his unfounded, false accusation no less absurd.

One could go on indefinitely citing exaggerations, misrepresentations, inaccuracies, fallacies, and other errors which permeate this book. Occasionally one finds a valid criticism, as of the emasculated vocabulary and trite content of most reading textbooks for the primary grades. But the net effect is destructive and malicious. It is ironic that this is the work of a man who has written another book on *The Art of Clear Thinking*!

Few paragraphs, actually, of his current book are devoted to "Johnny," who appears to be little more than a convenient gambit or point of departure for the author's diatribe. No objective data are reported about the boy's ability and achievement, the standards and ability range of the group to which he belonged, etcetera. On the basis of experience with one child with whom he claims to have worked six months, the author would have teachers of America go back to the instructional methods of the Puritan colonists. The presumptuousness of the prescription is exceeded only by the perversity of the diagnosis.

Indeed, one may question whether the whole book is not a piece of fiction written sensationally to exploit current tensions in our society and their expression in scapegoat attacks upon education. The second sentence on page 1 reads: "You know that the idea [of writing the book] came to me when I offered to help Johnny with his reading." The book was born before, not after, this single effort at tutoring a poor reader. Although Flesch holds a Ph. D. from Teachers College, Columbia University, he is, by profession, a writer. His obsession with phonics in this phony treatise would be funny if it were not fraught with the dangers of persuasive demagoguery.

TEACHING IN TURKEY

A Chicagoan Looks at Turkish Education

PEARL DRUBECK¹

KEITH SCHOOL

ISTANBUL, Turkey, is one of the most fascinating cities of the world. Long praised in song and story for its beautiful natural setting on the Bosphorus and the Sea of the Marmora, for its enchanting hills and valleys, for the magnificent architecture of its mosques and palaces, it is today rapidly becoming respected and admired for the astonishing strides it has made in social and educational reform. Few cities in the Near East and, indeed, in many countries of Europe, can show as much eager and intelligent accomplishment and experimentation in modern school practices, despite such difficulties as an acute teacher shortage and a strained economy. Turkey is spending more of its income on a defense program for national and international security than most of its neighbors, while at the same time working steadily toward realization of the democratic ideals established some thirty years ago by the great revolutionary leader, Ataturk.

It was he, the "Father of Turks," who solemnly impressed upon his compatriots the significance of universal education for an enlightened citizenry in the achievement and maintenance of the Republic. To this end Ataturk invited John Dewey to Turkey to survey the school needs, and Dewey's recommendations are the basis of much educational reform that is still going on. Ataturk also performed the unprecedented feat of changing the complete script of the language from Arabic to Western symbols. He also handed the women their equal rights on a silver platter, rights always recognized in Islam but restricted for generations by self-centered sultans; and he inspired the women to enter business, politics, and the profes-

sions. But, most important, he established a system of universal primary education that is rapidly raising the level and extent of literacy throughout Turkey.

As a Smith-Mundt grantee, I was sent to Istanbul by the United States Department of State in October, 1953, to lecture at the University of Istanbul. My first assignment was in the School of Languages, where I taught the reading of English to students of the Law Faculty. At the instigation of women friends at the University who had visited or studied in America, I was soon drawn into the Pedagogy Institute, or Department of Education of the University, to work on problems of teaching. As a consequence, I ultimately entered the familiar world of teachers and schools below the university level.

At the Institute the students were very interested in hearing all I could say about American methods of teaching reading and remedial reading, among other subjects. The course I gave in History of Education, however, resulted in *my* learning about the Moslem influence, through Spain, upon Europe's emergence from the Middle Ages. Respectful of learning and wisdom, the Moslems had brought into Spain the knowledge of ancient Greece and the East that was to make Spain a leader in science and exploration, and was to hasten the reawakening of the rest of Europe. Characteristically, the followers of Mohammed showed deference to all teachers — Jews, Nestorian Christians or nonbelievers — so deeply did they revere knowledge. When the Inquisition began in Spain, the Moslems took back with them to the East the non-Moslem teachers, many of whose descendants still

¹Principal

live in the cosmopolitan city of Istanbul.

In addition to various courses for the students of the Pedagogy Institute, I gave seminars on reading to in-service teachers of grades one to five, the level called "primary" in Turkey. It was a great satisfaction to my colleague, Dr. Refia Semin of the Institute of Pedagogy, and to me when about four hundred teachers appeared for an eighteen-hour seminar held during their vacation in June. Their supervisors and school directors came, too, and aided in organizing the materials and suggestions for classroom use. The enthusiasm of the teachers was boundless, and the demonstration materials sent me by colleagues in the Chicago School System were widely read and distributed throughout the Istanbul area.

The Institute of Pedagogy of the University of Istanbul, the only one in Turkey at the university level, prepares students for teaching in the upper secondary

schools — the Lycees or colleges — grades nine through eleven. Lower secondary school teachers in the *Orta Okulu*, for students from grades six through eight, are trained at the Teachers College of Istanbul, or *Chapa*. Primary teachers of the *Ilk Okulu* receive some training at secondary schools, but learn how to teach mostly through in-service training given after assignment by the Education Ministry and local supervisors, in cooperation with the Institute of Pedagogy.

I was invited to sit in on the planning for a core curriculum experiment at the Istanbul Ataturk Girls Lycee, whose director, Dr. Adnan Esenis, is an outstanding educator, enthusiastic and well-informed about American schools. Twenty-five teachers of the planning committee plied me with questions about experimental American high schools for a stimulating hour and a half, demanding more and more explanation of the philos-



Turkish School Teachers and Mrs. Drubeck (fourth from left) on the Grounds of the University of Istanbul.

ophy, techniques, successes, and failures of our educational ventures.

The Namik Kemal Primary School is conducting a five year experiment with an activity program, which, although highly successful, is getting little cooperation from parents. The director pleaded for help in enlisting community interest and support, such as he said we have in the United States!

The primary and secondary school buildings and equipment of the Istanbul schools vary greatly, from remodeled sultan's palaces of ancient vintage to beautiful modern structures like the Namik Kemal *Ilk Okulu*. Everywhere, however, the quality of teaching is the best that can be achieved by the hard work and strong sense of responsibility of the school personnel. Much still needs to be done in teacher preparation and in improved equipment and higher pay for educators. Persuading young people to enter the teaching profession and to adventure into the primitive village schools of Anatolian Turkey is still a problem. Leading professional women and government officials are struggling to interest young men and women in teaching careers while attempting to raise the social status and welfare level of teachers. An incipient teacher organization, too, is beginning to participate in the movement to improve teacher advantages and quality. My experience in Turkey impressed me with the great strides that have already been made by the profession as well as the hopeful outlook for the future.

It was the village primary schools in the Istanbul area, however, that I found most interesting. Dr. Hayrullah Ors, Director of Education; Dr. Cavit Gurcan, Head of Special Schools; Dr. Refia Semin of the University, and I made several tours of schools in the villages surrounding Istanbul, from the Macedonian West, along the Marmora Sea, to the Black Sea villages in the East. Everywhere, we were impressed with the devotion and selflessness of the teachers, who worked, often

under primitive conditions and with a minimum of facilities, dedicated to the task of serving the villagers and the nation.

At Celalye, we saw the creative work of a teacher who had developed a natural history museum in the school, constructed a stage for dramatic presentations, and devised gymnastic equipment from local materials. In another school, at Odayeri, the teacher had built a combination modern fountain and weather station on the school grounds. This teacher had the villagers come in evenings to learn what they could, and was the village sage, deciding how to handle the many practical and theoretical problems of the community. When offered a promotion to a modern city school, this teacher refused, since the villagers needed him so! At Kumburgaz, a newly married couple taught and lived in a two-room school building by the sea, where fishermen came evenings to avail themselves of the knowledge flowering in their midst. Although primary education is compulsory, enforcement of the law is difficult in remote areas; and the fine, unselfish attitude of the village school teachers is important in bringing children to school and holding them there.

The educational system of Turkey is highly centralized, the Ministry in Ankara supplying all the schools with teaching materials, programs, and suggestions. For the most part, consequently, one sees rather uniform activities in the schools; but the program is a modern, active one and permits much freedom of individual effort on the part of the teachers. The administrators and supervisors showed a great deal of insight into the problems of the teachers. They were everywhere encouraging and helpful.

Phonics can be used easily for reading in Turkey because the new language is completely phonetic. The Turkish approach to reading is more direct than ours; reading readiness practice is given only to the slow-learning children. A major difficulty in reading is the dearth



Turkish Primary School Students Pose for Photographer at the Door of a Village School.

of good, attractive children's books like those published in the United States. So popular are our children's books that often they are used with translations into Turkish pasted over the original English texts. An outcome of the reading seminars was the initiation of a program to develop materials for testing and diagnosing reading ability and for remedial reading. Under Dr. Semin's direction, standardized tests are being devised by the psychology and pedagogy departments of the University and remedial reading units prepared. Master's theses in reading research are also in work, and Dr. Semin is hoping to establish a reading clinic at the University of Istanbul sometime in the near future. It is interesting to note that sample ma-

terials used are, to a great extent, from Chicago Board of Education resources!

Teachers of Turkey are avid for information about the teachers and schools of America. In fact, Turks generally are our great friends and admirers. Nowhere in the world do we have as sincere, staunch allies. Americans and Turks have much in common and should understand each other well. While Turkey is well known to us for its rich heritage of courage, talent and accomplishment, it should also be known to us for its spectacular progress toward democratic modernism, for its devotion to the cause of freedom and tolerance, and for its open friendship for the United States. It was a privilege for me to meet and work with professional colleagues in this Near Eastern Republic.

FILMS VERSUS MOVIES

EMILIE U. LEPTHIEN

DIVISION OF VISUAL EDUCATION

MISS JONES smiled as she threaded the projector at recess. She knew what her boys and girls would say when they returned to the room.

"Are we going to have movies, Miss Jones?"

But Miss Jones had decided she would try a new procedure, a new technique with her class.

It had been so convenient to go into the assembly hall with hats and coats and books on Friday afternoon and spend an hour looking at movies.

Although she had to admit that there was always a supply of gum and candy bar wrappers on the floor when the students were dismissed, she had always enjoyed that hour. The children, too, had looked forward to that period with anticipation.

Of course, the films that were shown weren't *exactly* entertainment films. They had an educational purpose even though they weren't being used educationally.

She, and the other members of the faculty, had rationalized the whole thing by saying that there was considerable incidental learning taking place, that the films were broadening the background of the pupils. And, after all, the teachers were entitled to a few minutes of relaxation in the course of a week. There were no "free periods" in the elementary school day for the faculty of the school.

Their reasons had sounded good when the teachers had discussed them among themselves. When the principal had suggested a change in the pattern of operation, there was considerable resentment. In fact, he had firmly announced that there would be no more Friday afternoon movies. The projector was to be used in the classrooms.

Everyone thought of a dozen different arguments against the feasibility of his plan.

There would be more wear and tear on the equipment. Lamps would burn out more rapidly and who knew how to replace them? Something would always go wrong with the projector in the classroom. And who was going to operate the projector? Teachers? Well, after all, teachers couldn't be expected to be mechanically inclined. Couldn't the students operate the machine? But they would be out of their classes too much.

Yes, there were plenty of arguments against moving the projector into the classroom, but the principal was adamant. Assembly hall showings were *passee*. Education had passed beyond that point, he said.

Someone remarked that it was unfortunate that the school didn't have a vacant classroom. The projector could be kept there all day and the classes could come to the "movie room" for their films. Everyone agreed that would be an excellent solution, that is, everyone but the principal. He said that even the movie room was *passee*. It wasn't educationally sound policy.

One of the teachers remarked that a friend of hers taught in a school where they had a movie room. Each teacher was assigned a period a week for movies and the plan worked very well. It was almost as good as going to the assembly hall. But the principal disagreed.

Miss Jones eventually began to understand her principal's philosophy. The films delivered by the Division of Visual Education each week were not entertainment movies. They were intended for teaching purposes. Regular assembly hall showings and even the use of a movie

room were not conducive to good learning situations.

Again the principal urged his faculty to try classroom utilization.

"We will have a set schedule, won't we?" asked the teachers. "Then we will know when to expect the movies."

Slowly the impact of the difference between the words "movies" and "films" began to strike Miss Jones. There seemed to be a psychological difference. One sounded like entertainment. The other sounded as if it would fit into the educational practices of the school.

Miss Jones resolved to read about the educational use of films. The more she read the more she understood the value of her principal's position on the use of films.

Let the others show three unrelated movies, unrelated to each other and to what the class was studying, but she would show a film for a purpose. She would learn to operate the projector herself, and she would ask for a flexible schedule so that each teacher could order the projector

each week at the time most suitable for her class.

How could they determine the most suitable time? They could check the list of films that had been delivered for that week and then order the film and the projector when a particular reel fitted the unit or topic being studied. Miss Jones also knew that she should limit each period to just one film.

Now as her class returned from recess Miss Jones was trying her new procedure for the first time. Would the plan work?

The boys and girls were jubilant when they entered the room. "Are we going to have movies, Miss Jones?"

Miss Jones smiled and shook her head. "No," she answered. After the class was settled and the social studies books were out, everyone seemed to forget about the projector and screen as the group discussed life in Greece.

"What are some other things you would like to find out about Greece?" she asked.



A Carefully-selected Film Can Produce a Wealth of Lively and Pertinent Discussion.



Eighth Graders Anticipate Seeing a Film in Order to Learn — Not Merely for Pleasure.

"What questions do you have that our book doesn't answer?"

In a very short time there were seven questions on the board. Then Miss Jones was ready to try what, for her, was an experiment.

"It just happens that I have a film on Greece. Suppose we look at it and see if it answers our questions."

She had read the description of the film in her catalog of motion pictures for elementary school use. It was no trick, therefore, to write the names of the children in the story on the blackboard. The names of the places that would be mentioned in the film were quickly located on the map.

Then she asked four boys to draw the shades carefully, assigned another lad to turn out the room lights. As she stepped to the back of the room, she added, "Listen carefully and try to find the answers to your questions." Miss Jones started the projector, turned up the volume sufficient-

ly and felt a thrill of pride in the success of her experiment to this point.

When the film had ended, she realized that the boys and girls did not applaud as had been their custom in the assembly hall. Instead, they waited expectantly for her to step to the front of the room.

In a very short time, the class was discussing the questions on the board and the answers found in the film. There were two questions which had not been answered, but there were several eager volunteers who offered to obtain the information from reference books in the library.

There were other things the film had pointed out, items which the children had not previously read or heard. It took almost fifteen minutes to discuss various aspects of the film, but Miss Jones felt there was still another point she could make. She returned to the projector, rewound the film, and then re-threaded it. When she turned on the projector she did not turn on the sound. Instead, she asked five boys and girls to be ready to narrate the film, to tell what they saw in the picture, to add bits of information they had previously learned.

During the second showing, Miss Jones and her class had an interesting oral composition lesson. How much fun the children had projecting themselves into the picture, pretending that they were actually in Greece meeting Georgi and Kiki.

With great satisfaction Miss Jones replaced the film in the can, put the projector together so it would be ready for delivery to another room, and listened to the eager suggestions of her class.

There were so many things they wanted to do. Could they make a model of the Acropolis? Could they draw pictures and write stories and perhaps even correspond with boys and girls in Greece?

That afternoon as Miss Jones hung up the keys to her room, she reflected on the day's activities. Her experiment had been successful. There really was something to visual education. She had proved it to

herself and to her class. Hereafter neither she nor they would call them "movies" again. From now on they would use a film for a purpose in their own classroom at a time when it fitted the topic the class was studying.

She had learned, too, that she could ask the visual coordinator in her school to call

for a supplementary order whenever she wanted a film for a specific purpose. The film would be delivered with the school's order for that week. She could also make use of the "will call" service of the Division of Visual Education.

She had resolved to make visual education a part of her teaching.

THE NEW GRADUATE PROGRAM AT CHICAGO TEACHERS COLLEGE

DAVID KOPEL¹

CHICAGO TEACHERS COLLEGE

IN 1938 Chicago Teachers College inaugurated a graduate curriculum leading to the Master of Education degree.² It thus became the first Illinois institution of higher learning devoted exclusively to teacher-training to offer a graduate degree program. All state teacher colleges of Illinois now have such facilities. In many other states too the provision and even the requirement of graduate training for teachers have become increasingly common, marking a significant advance in the professionalization of teaching.

The early program at Chicago Teachers College pioneered in another respect. Admission was limited to students whose undergraduate work had been predominantly in the liberal arts. Their graduate classes and related activities at this College provided the professional preparation needed for teaching in the elementary schools. This pattern has been adopted since the end of World War II in various parts of the country, most notably in several fifth-year programs supported by the Ford Foundation.

Although graduate work at Chicago Teachers College has been carried on continuously to some extent since 1938, the present program, authorized last year by the Chicago Board of Education, has

certain distinct characteristics. Its main features will be presented here.

THE NEW CURRICULA

Available since the summer of 1954 are six curricula leading to the Master of Education degree in the following fields:

The teaching of science.

School librarianship.

The teaching of mentally retarded children.

The teaching of deaf and hard-of-hearing children.

The teaching of blind children.

The teaching of partially-seeing children.

These areas of specialization were chosen because of the special demand in Chicago for school librarians, for teachers of exceptional children, and for well-qualified teachers of biology and general science. It is anticipated that other curricula will be added from time to time as the Central Office of the Board of Education recognizes the need for them.

Inasmuch as this program is designed for teachers in service, courses are given in the late afternoon, evening, and Saturday morning, and during the summer session. Employed teachers may take six

¹Director of the Graduate School.

²For a detailed description of this program see: Kopel, David. The graduate education curriculum at Chicago Teachers College. *Educational Administration and Supervision*, December 1943, vol. 29, pp. 513-525.

semester hours of work each semester, and eight hours in the summer. Most classes are held on the main campus; several are conducted at the North Side Branch; and a few more are given at the offices of the Board of Education. Included in the total offering are various elective courses in departments or fields not named above. Tuition fees, for Illinois students, are currently the same as for undergraduate students: \$1.50 per semester hour.

Administering the graduate program at various levels are a graduate council of the faculty which formulates policy, departmental graduate committees which apply these policies in student programming, and a director of the graduate school who coordinates these various activities.

PURPOSES OF THE GRADUATE PROGRAM

Although limited in scope, the graduate program serves a number of purposes:

1. It enables teachers to develop new skills and competencies for greater proficiency in their present positions.
2. It enables teachers to obtain the training needed to qualify for public school assignments different from those they now hold.
3. It permits college graduates desiring teaching credentials but lacking the academic prerequisites specified by the Board of Examiners of the Chicago Board of Education to obtain the necessary credit by taking certain courses (without necessarily following a degree program).
4. It provides guidance and other facilities, especially in connection with unfinished research and theses, for former graduate students who have completed all or nearly all work for the degree.
5. It enables teachers who have a Master's degree and who wish to qualify for the third lane of the Chicago Public School salary schedule to earn some or all of the necessary thirty-six hours of additional credit.

In each graduate curriculum it is assumed that the student has a foundation for the advanced work that is offered. Some twelve or more hours of undergraduate credit in the cognate field are required. Where deficiencies exist they may be

eliminated by taking appropriate courses, concurrently in some instances with enrollment in the graduate courses.

Each graduate curriculum demands that a minimum of thirty-two semester hours of credit be earned. Of the total, twenty hours consist of required courses in the field of specialization. Six hours may be taken in any department: these courses are selected for their contribution to intellectual breadth and represent additional general education. Courses in the field of specialization may be substituted for these when certification requirements make this necessary. Another six hours are chosen from the field of professional education, and consist of two courses dealing with major aspects of the learning-teaching process, human growth and development, or school practice.

ADVANCED STANDING

Graduate credits earned elsewhere are accepted when the conditions below are satisfied:

1. The courses for which transfer credit is desired must represent areas of study within the graduate curriculum chosen by the student at Chicago Teachers College. The Director of the Graduate School and the graduate committee of the appropriate department determine what credits may be accepted.
2. The credits offered must have been obtained in courses begun within five years of the date of admission to Chicago Teachers College. (It may be noted here that all work offered in fulfillment of requirements for the degree must be completed within a seven year period.)
3. The maximum amount of credit that can be accepted is nine semester hours. The quality of work must be "B" or better, and credits must originate at an accredited institution.

Cognizance is taken of graduate work even when it can not be credited toward the degree by permitting substitutions of other appropriate courses.

REQUIREMENTS FOR THE MASTER'S DEGREE

A basic premise of the graduate program is that it represents more than a series of

academic courses or an accumulation of credits, important though these may be. The additional and indispensable element consists of the development of some special competence—in teaching, in research, or in another professional activity. Demonstration by the student of such competence; together with satisfactory completion of an approved program of graduate study, in which he has displayed a mastery of theory and practice in his field of specialization, are prerequisites for the award of the Master's degree. Specific requirements must be met with respect to the following items:

1. *Course pattern.* The sequence of courses must conform to the basic pattern described earlier as well as to the specific requirements prescribed for the individual fields of specialization. Detailed descriptions of each curriculum are available upon request and appear also in the *Graduate School Catalog*.
2. *Residence.* It is believed that the student reaps maximal benefit from the graduate program when at least a portion of it is accomplished during a period devoted principally to his studies. At Chicago Teachers College the student is asked to spend two summers "in residence"; i.e., to register for and to earn in two sessions a minimum of eleven hours of credit. The residence requirement may also be satisfied during any semester of the regular academic year by earning twelve hours of credit.
3. *Scholarship.* Graduate credits earned at Chicago Teachers College must average "B" in order to be applied toward the Master's degree. No more than nine hours of "C" are recognized. Grades below "C" bear no credit toward the Master's degree, and the student becomes ineligible for the degree if he receives grades below "B" in four courses.
4. *Examinations.* Satisfactory performance on a comprehensive examination is expected before the degree is awarded. This examination is taken ordinarily during the semester or summer session when the student plans to complete all course requirements, and no later than one year after this time (see paragraph 9 below).
5. *City and State Certification Requirements.* The program of courses must be such as to permit the student to qualify for certification to teach in the City of Chicago or

State of Illinois, if he has not already been certificated.

6. *Student-Teaching.* A semester of student-teaching is required unless the student presents evidence of a year of satisfactory paid teaching experience. No graduate credit is granted for student-teaching.
7. *General Competency.* Each student must demonstrate his ability to speak and write English clearly and correctly.
8. *Special Competencies.* Each student must demonstrate a high level of skill or ability in the area of his specialization; e.g., teaching, research, scholarship, writing, or some other professional ability germane to his occupation or studies. In accord with his interest, the student enrolls in a Seminar in Teaching, or in a Seminar in Research and/or Special Projects, given by the department in which his graduate work is concentrated. Five hours of credit is granted when the student completes his demonstration of skill and submits a satisfactory written report of his teaching, research, or other special project. In lieu of enrollment in one of the foregoing seminars, the student may, with departmental approval, demonstrate his special competence by working out individual problems in courses or seminars totalling five or more hours of credit.
9. *Time Limitations.* All work offered in fulfillment of the requirements for the degree must be completed within a seven year period.

ADMISSION TO THE GRADUATE SCHOOL

Admission to the Graduate School is granted to applicants who are U. S. citizens, residents of Illinois, and holders of Bachelor's degrees from accredited colleges and whose academic records show aptitude for graduate work. (Details appear in the *Catalog of the Graduate School*.) Formal applications for admission to the Graduate School are required only of teachers who want their graduate work to apply toward a degree. However, admission to graduate courses does not imply acceptance as a candidate for the Master's degree. Students with a Bachelor's degree from Chicago Teachers College are eligible for admission to the Graduate School on the same basis as students from other institutions.

Conditional admission is granted to graduates of non-accredited colleges, to applicants whose undergraduate records are not entirely satisfactory either in quality or in relevance and breadth of preparation for advanced study, and to students who need no more than five semester hours to earn the Bachelor's degree at Chicago Teachers College. Conditional status must be removed before the student is accepted as a candidate for the Master's degree; this is accomplished when he demonstrates his competence to do acceptable work at the graduate level and after he supplies any admission data needed by the Director of the Graduate School.

ACCREDITATION

The College is accredited for undergraduate and graduate work by the North Central Association of Colleges and Secondary Schools and by The National Council for Accreditation of Teacher Education. The Master's degree from the Chicago Teachers College is accepted by the Board of Examiners as fulfilling their requirement for admission to certification examinations for high school positions. Credit earned in graduate courses at Chicago Teachers College is accepted toward the doctorate by the major universities of the nation.

SOLVING WORD PROBLEMS IN ARITHMETIC¹

MARGARET M. CLYNE²

BIRNEY SCHOOL

"THE chief purpose of arithmetic instruction is to teach pupils to solve problems," says Robert Lee Morton, one of the great authorities on the teaching of elementary arithmetic. "Skills in the fundamental operations are not ends in themselves; they are the means to an end. The end is the ability to solve problems."³

All of us, I am sure, agree with Mr. Morton. All agree that problem solving must be considered an integral part of the arithmetic program and not a separate topic to be taught.

We know that each phase of a fundamental process should be introduced through the medium of a problem and this problem should be a real problem — real to the child. But when a new process has been taught and further practice is necessary on this process, problems should again be provided in order to attract pupil interest in the practice of this process and

thus help to make the practice meaningful. Then, too, the problems serve to show the importance of the process just studied. Problems are used to teach pupils how to solve the situations they will often meet in life. Problems are used at all times to promote reflective thinking — to promote thinking in new situations.

Although the importance of problem-solving has been recognized by teachers and word problems have been taught in all the grades, it is widely accepted that the ability on the part of the typical pupil to solve problems can and should be greatly improved.

WHAT ARE THE DIFFICULTIES?

Why do children find it difficult to solve verbal problems? Problem solving is a complex process involving many factors

¹Adapted from a speech given at a meeting of the Chicago Elementary Teachers' Mathematics Club.

²Principal.

³*Teaching Arithmetic in the Elementary School*. Robert Lee Morton. Chicago: Silver-Burdett, 1937-39. 3 vols.



The Word Problem Becomes Meaningful as Pupils Actually Experience the Processes Involved.

which affect one's success in this area. Three outstanding factors that condition success in problem solving are intelligence, skill in the fundamental operations, and reading comprehension. Including intelligence as an important factor might seem to be fatalistic, but it need not be so. Children of the same intelligence differ considerably in their ability to solve problems. The teacher can improve on current practices, provide opportunities for the maximum growth and development of all the children in problem solving, and adapt methods and materials to reach all intelligence levels.

Difficulties which can be attributed to reading comprehension are of two general types. Frequently the words used in the problems are too advanced or too technical for the child. Other times the child can get the meaning of the individual words but the problem as a whole remains meaningless. If the problems are not within the experience of the child or within the experiences of others in whom he is interested, he is unlikely to be able to visualize the setting of the problem. Sometimes, too, the problems are not at all interesting to the child.

Pupils may also have difficulty with word problems because of a lack of confidence in their ability to solve them correctly. This conditioning may arise from comments by teacher or parents to the effect that problem solving is very difficult and can be done only by a few. The all too common general practice of giving children problems too difficult for them leads to this lack of confidence. Failure of the teacher to provide systematic training in the techniques of problem solving makes failure and subsequent loss of confidence likely, as does meaningless rote teaching of a problem solving process. In the latter case the child does not really understand the process called for and will often attempt to solve word problems by random trial of any process which comes to mind. On the other hand, overemphasis on computation and processes may result in so little actual practice in solving word problems that the child never builds up a backlog of successful experience in problem solving.

HOW CAN WE OVERCOME THEM?

The difficulties mentioned above can, for the most part, be overcome in the following ways.

We must provide meaningful problems for the child. The most meaningful problems are the real problems that arise out of first hand experiences of the child in the school, in the home, and in the community. Since it is not possible to provide a sufficient number of first hand experiences for most topics in arithmetic, it is necessary to make use of textbook problems and teacher problems. These problems should deal with situations likely to occur often in life, should be within their experiences, and should appeal to their interests. Variety is helpful in this regard. Some problems should have superfluous data, others should have insufficient data. There should be problems without numbers. There should be problems based on tables, graphs, maps, house plans, and

scale drawings. Miscellaneous problems should be given very frequently. Groups of problems should be organized about the same subject but not around the same process. Problems should be graded in difficulty and all pupils should not be expected to solve all the problems.

One of the most important responsibilities of the arithmetic teacher is the meaningful development of all the words included in the problem. This meaningful development of all the words will result in the child's understanding the problem situation. Vocabulary in written problems should be simpler than vocabulary in basic readers for a given grade.

Special exercises designed to help the pupil read a problem critically and with



Younger Children Enjoy Dramatizing Word Problems and Learn in the Process.

understanding alert him to ask himself similar questions about a problem when no such exercises are given. The pupil should be encouraged to estimate the answer and, after computation, to check the answer for reasonableness.

Oral word problems should be stressed in the first two grades. The teacher should delay having the pupil read written problems on his own until he has an adequate reading vocabulary.

Groups of children can be encouraged to dramatize problems. Children should also make up original problems, oral or written, using all the natural occasions for arithmetic which arise in play, in other school subjects, in the lives of parents.

Short, frequent periods for oral solving of problems are highly recommended. At such times the teacher reads or gives a problem orally to the children, and they work without paper or pencil. This procedure forces undivided attention to the problem, promotes sizing up or analyzing the problem situation, fosters the use of significant numbers, gives the pupils time for reflection, and promotes better understanding through listening to the various ways of solving offered by different pupils.

In addition to the above there is also the all-important need to develop the number concepts and fundamental operations so that they are understood by and meaningful to the child.

In cases of error, the teacher must scrutinize carefully the pupil's method of work in order to discover the nature of the difficulties present. Where there is a marked weakness, the teacher must see to it that the pupil is made aware of his weakness. Then the teacher must arouse his interest and enlist his cooperation in order to overcome this deficiency.

METHODS OF ATTACKING PROBLEMS

Various methods of attacking the problem should be taught the pupil. Teachers commonly employ four different approaches in training pupils in the techniques of problem solving.

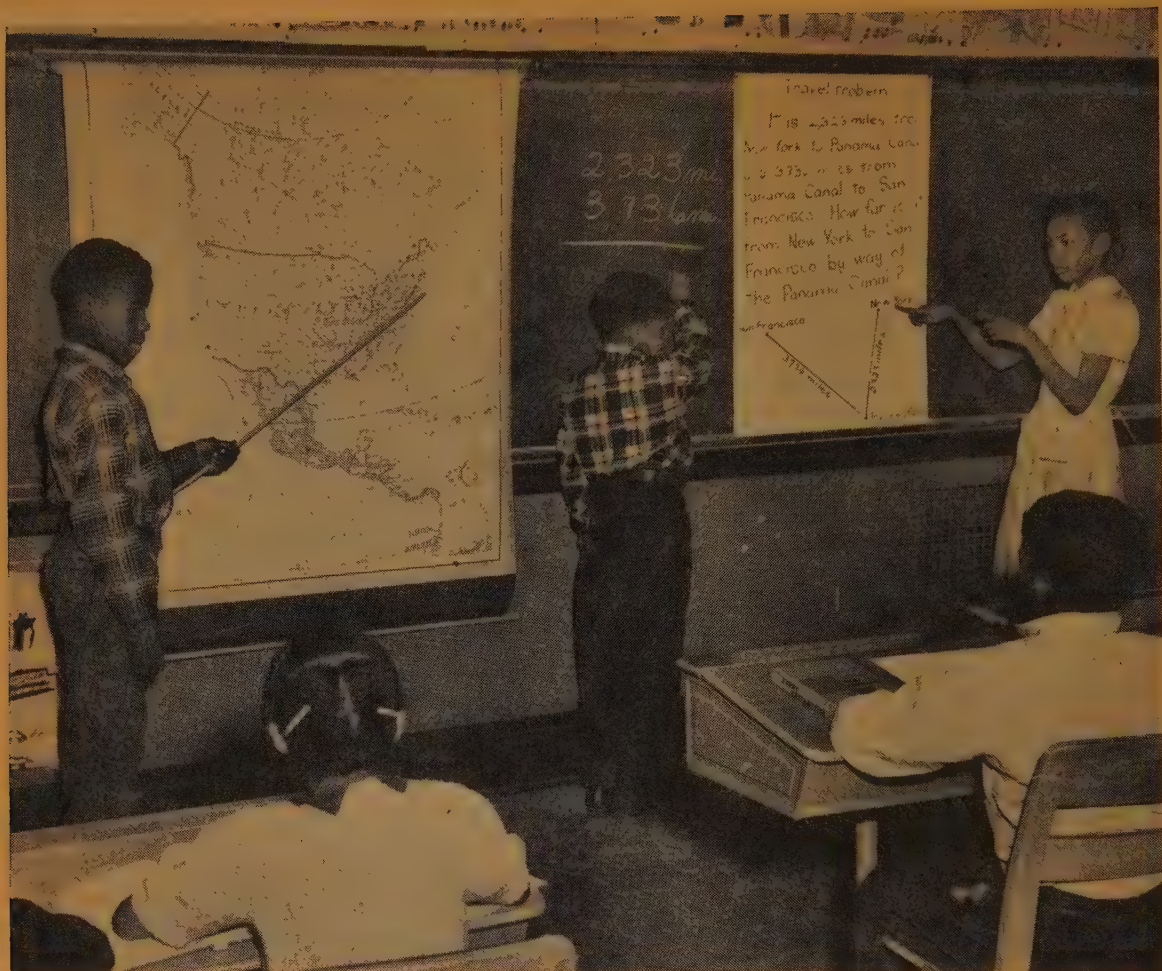
In the Individual Method many problems are provided. There is little class instruction, but as much individual help by the teacher as might be needed is offered. No special technique is followed.

The Analogy Method is useful when pupils have difficulty with problems because of large numbers or complicated numbers. The pupils are trained to construct a similar problem with smaller or simpler numbers. The pupil recognizes the process from the simpler problem and then applies it to the more difficult one.

The Graphic Method trains the pupil to analyze the problem by means of a diagram or drawing. This procedure is of assistance because it requires careful reading, selection of essential elements, and visualization, all of which will help to emphasize the relationships between the given numbers.

In the Formal Analysis Method the pupil is trained to write out what is given, what is to be found, and the process to be used. The advantage of this method is that the child has to read the problem critically to find what is given and what is required. As every teacher knows, the inability to solve a problem is often due to the pupil's not having really read the problem thoroughly enough to visualize the process. Many follow the technique of the little girl who, when confronted with three numbers in a problem, would add; when confronted with two nearly equal in size, would subtract; when confronted with a large and a small number, would divide; but if that did not come out even, she would multiply.

Which is the best method for attacking problems? Many experiments have been conducted, but the conclusion is that no one of the methods produced markedly superior results. The experiments, however, give some slight advantage to the graphic or drawing method. Morton indicates that formal analysis is inferior to the individual method for all intelligence



Use of a Map Demonstrates the Practicality of a Word Problem.

levels. When formal analysis is followed too slavishly, little thinking will be done. Yet some teachers follow this method exclusively.

It may be concluded that several methods of teaching pupils to solve problems in arithmetic are feasible. Furthermore, systematic and persistent training in procedures for attacking verbal problems results in improved problem solving by the pupils. Superior pupils can devise efficient techniques of problem solving on their own, but they too should receive training

in several methods of attacking problems.

We all agree that there is no method of problem solving which can take the place of a good teacher. And there is no substitute for intelligence and hard work on the part of the pupil. The effectiveness of any method depends to a great extent upon the skill and zeal of the teacher who uses it. The teacher who stimulates the pupils to hard work and who is able to locate exactly where the pupils' difficulties are will do better with a poor method than will a poor teacher with a good method.

GETTING RETURNS FROM PARENT QUESTIONNAIRES

GROVER C. RAMSEY¹

FRANCIS SCOTT KEY SCHOOL

THE Pilot School Committee on "Protecting Life and Health," the major function of living being studied experimentally at the Francis Scott Key School, decided last September to find out what parents thought of our teaching—what could be changed, and what eliminated or added to keep our curricula responsive to our needs.

Our first decision was to seek parent reactions to our teaching of health and safety. The questionnaire method was chosen. After some discussion it was agreed to limit the questionnaire to a dozen questions with answers which might be underlined or checked, and to leave ample room after each question for the parents to write in suggestions. The committee also agreed that the questions should be so worded as to challenge the parents to write in their own thinking (and they were asked to do so).

Then, as we wanted parental instead of merely maternal thought, the committee agreed that two lists be sent, one for mothers and one for fathers. Fearing that the fathers might copy, or vice versa, we planned to make up one set of questions for the fathers and one for the mothers from the health and safety areas. Ultimately we decided to give an area to each—health to the mothers, and safety to the fathers.

The District Superintendent, Miss Bernice Boye, gave the committee helpful materials and counsel. We used liberally the Illinois State Department of Schools questionnaires, "In What Respects Should We Strengthen Our School's Health Education Program?" and "What Do You Think About Our School's Safety Education Program?"

When the subcommittee had compiled questions which seemed to probe deeply enough, they realized that the questions were couched in academic and psychological language. This difficulty was surmounted by an appeal to the Parent-Teacher Association to appoint a committee of mothers to work over the health questions with the principal of the Francis Scott Key School. Three mothers were placed on the committee.

The principal and P.-T. A. mothers translated the health questions into everyday language. The task took one school day. They suggested adding and deleting sentences, changing words and phrases, and adding questions. For example, the use of the word "screening" in the phrase, "screening for vision, hearing, and dental needs" was questioned. The mothers asked that "test" be used instead. It was.

They were quite firm in their demand that the question should be added, "In your opinion, should sex education be taught in the elementary school? If you favor it, how should it be taught?" Opposition in committee and P.-T. A. meeting to including the question ceased only when it was suggested that the inclusion of the question did not favor placing sex education in the curricula, but that it merely sounded out public opinion in the community. The committee had been equally divided concerning this issue.

The Mothers' Committee was also divided on questions referring to avoiding the use of narcotics, alcoholic beverages, and tobacco. These questions were restated to read, "prevention of the use of narcotics," and "counteracting the

¹Principal

glamorous use of alcoholic beverages and tobacco on television and in printed materials."

The same procedure was used to turn academic terms in the fathers' questionnaire into every-day language. Highly pleased at the success of rewording the health questionnaire, we asked the P.-T. A. if it might be possible to secure the aid of an editing committee of fathers. On the next morning a note came, asking if the principal could meet with three fathers that evening. This was done.

Our fathers' responses were terrific. The task took three hours. There was never a lull. Questions and recommendations were freely forthcoming. One father was an eminent scientist, another an insurance broker, and the third a business executive. The completed safety questionnaire was practically a new document when the evening ended.

The Pilot School Committee and the P.-T. A. approved the questionnaires in November. They were sent out at once with a letter to the parents.

When the Pilot Committee discussed launching the campaign of sounding public opinion in September, some members of the committee were over-pessimistic and suggested that no more than five or ten per cent of parents would reply. One member reluctantly conceded the possibility of getting twenty-five per cent.

The replies came back in volume. Parents were glad to get the questionnaires. One wrote, "God bless you. This is wonderful." A father said, "I was so interested that I took the questionnaire to the office the next day and the men there worked with me on it." A mother said, "I can't criticize this. I helped make it."

When the flood of returned questionnaires had subsided, it was found that

91.7% of the mothers and 81.3% of the fathers had answered. Many of the questionnaires contain written-in paragraphs in addition to checked responses. While the percentage of fathers is somewhat lower than that of the mothers, the fathers have in several instances appended as many as four pages of closely written foolscap paper to voice their views better.

The Pilot School Committee on "Protecting Life and Health" was pleased that so many parents are interested in the welfare and education of their children in the school and home. Probably the parents would not have answered in such generous numbers had they felt that the survey was just another imposed questionnaire. The Pilot School Committee attributes the volume of answers to the cooperation of the Parent-Teacher Association, the participation of parents in devising the questions, the worth of the questions, the close relation of the school faculty with the civic groups in the community, and to the parents' firm belief that their answers would lead to improving instruction.

Some of the suggestions made by parents have been placed in operation. Fathers stoutly urged that the south side of the school grounds, which was insufficiently protected by "No Parking" and speed limit signs, be better posted. It has been. Again and again parents suggested, "If you could inform me more fully about what you wish to have me do or teach at home, I would gladly help." A suggestion has been sent to publishers that they furnish a pamphlet or even a few mimeographed sheets helpful to parents with each copy of their textbooks so that the children could take them home to their parents. Numerous other suggestions will be acted upon. We must keep faith with the parents as we serve this cooperative community.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Frederick C. Berezin, Sidney Bernstein, Fred K. Branom, Vernon W. Brockman, Henrietta H. Fernitz, David H. Heller, Ernest A. Liden, Jr., Jerome Sachs, James M. Sanders, Catherine M. Taheny, Joseph J. Urbancek, and Fritz Veit.

BOOKLETS

The following are authored by Albert Wolfson and Arnold W. Ryan, and are available through Row, Peterson and Company, Evanston, Illinois. \$3.20 each.

The Human. 1955. Pp. 36.

Described by its publishers as "Biology in a New Dimension," this attractive booklet offers a well-written and concise review of human anatomy and physiology for high school students. The outstanding feature is a series of beautifully colored plates of dissections of the human body printed on transparent acetate sheets and superimposed so that leafing through the pages gives the effect of an actual dissection. Reproductive organs are omitted from the plates. Although well-designed for use as a text in high school classes, this booklet should hold great interest as a classroom reference for upper grade elementary students.

The Earthworm. 1955. Pp. 36.

This booklet is similar in format to *The Human* described above. It is, however, perhaps even more valuable in that it presents material on the earthworm which is more difficult for a high school student to obtain. It should serve well as a text for a biology unit in a high school. One minor criticism may be noted. The use of the term "hearts" is misleading in view of recent research.

The Frog. 1955. Pp. 26.

Like its predecessors above, this booklet is attractive, accurate, and usable for high school classes. D. H. H.

List of Free Aviation Education Materials and Services. By School and College Service of the United Air Lines, 35 East Monroe Street, Chicago 3, Illinois.

A very valuable leaflet for teachers in all grades. It lists slidefilms and motion pictures which are available on free loan basis, bulletin board materials and teaching aids which may be obtained free in single copies, and booklets and leaflets which may be secured free in quantities for classroom use. F. K. B.

FILMS

Salesmanship Series. 16 mm sound. 3 reels, 10 minutes; 1 reel, 18 minutes. Black and white. Sold separately: each small reel \$60, large reel \$85. Text-Film coordinated with "Textbook of Salesmanship" by Frederic A. Russell and Frank H. Beach. Produced by McGraw-Hill Book Com-

pany, 330 West 42nd Street, New York 36, New York.

While this excellent series was created to be used with the Russell and Beach college text, this reviewer feels it would be an excellent contribution to a high school class of juniors or seniors. The series is divided into three small reels, *Prospecting*, *Preapproach*, *Approach*, and the larger reel, *Making That Sale*.

The pattern of the four films is similar and continuity is enhanced by use of the same characters in different related situations. Animation plus commentators is the technique used. The animation is deft and allows for the showing of extremes without seeming ridiculous. The junior college class which previewed it found it stimulating, interesting, and enjoyable.

If budget limitations makes a choice of one necessary, select *Making That Sale*. It reviews the other three and also covers well the demonstration, meeting of objections, and close.

Many sales training films tend toward emphasis on the sponsor's product: McGraw-Hill has contributed to the field by making a highly usable film available for class use. S. B.

Story of Weights and Measures. 1 reel. 16 mm sound. 12 minutes. Black and white, \$55; color, \$100. Educational Collaborator: Foster E. Grossnickle. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

This film shows how a system of measurement develops and how some of our present units of measure came to be. It provides interesting, historical material which might otherwise be ignored. A large part of the film is devoted to the measurement of length, but area and volume are also involved. In lower grades, the material on area and volume may raise desirable questions. As an enrichment or motivating device, the film is quite valuable. J. S.

Making the Most of a Miracle. 16 mm sound. 30 minutes. Color. Free loan film from American Plant Food Council, Inc., 817 Barr Building, 910 17th Street, N. W., Washington 6, D. C.

Man must cooperate with nature by restoring

those mineral elements lost from bad cropping practices. When he has mined the soil and despoiled nature, he is punished by the law of the minimum. The yield of a crop is limited by a deficiency of any one element needed. The quantity of minerals necessary is great, for although 5% of dry weight only comes from the soil, 100 bushels of corn requires about 360 pounds of soil minerals. Trace elements are listed but cobalt was not included.

J. M. S.

Louis Pasteur—Man of Science. 16 mm sound. 29 minutes. Black and white, \$100. Produced by Sterling Films, Inc., 209 East 43rd Street, New York 17, New York.

This film starts historically with Leeuwenhoek and then moves to the spontaneous generation controversy showing Pasteur's refutation by controlled experiments and Pasteur's solution of wine souring, silkworm diseases, chicken cholera, anthrax and rabies. Some excellent shots of microscopic organisms are included. There are some factual errors: rabies is not ever cured, nor is it yet conquered. The voice of the commentator, John Carradine, is too low in pitch for good classroom audibility.

J. M. S.

The following films are available from Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.

The Elementary Conservation Series. 16 mm sound. Color, each \$50. Produced by the Conservation Foundation.

Your Friend, the Soil. Keep It - Or - Lose It. 7 minutes.

A small girl goes to market to buy three basic foods and suddenly the scene is shifted to a farm where best conservation practices are followed. Another farm is shown where poor conservation practices result in eroded land and an abandoned farm.

Your Friend, the Water. Clean - Or - Dirty. 6 minutes.

This film shows pure water and its sources; its relation to snow, forests, mountains, wildlife. The scene changes to dirty, polluted streams in which there are no fish, and which are too foul for swimming. How did it get that way?

Your Friend, the Forest. Save It - Or - Destroy It. 7 minutes.

A boy watches a house being built. A board becomes a flying carpet and carries him back to the forest, where he sees the community of wildlife, saw mills, reforestation. Then he visits a destroyed forest and the causes of its destruction along with the vanished wildlife.

These films have a dramatic impact, but move too quickly through too much information. They presuppose more background than the average elementary teacher possesses. They will require much explanation and reshooting.

J. M. S.

Man And His Culture. 1 reel. 16 mm sound. 15 minutes. Black and white, \$62.50. Educational Collaborator: Robert Redfield.

Man And His Culture shows many different ways in which people live together. It reveals how the study of different cultures has greatly broadened our understanding of the range of human behavior. The film is planned for high school and college use in social studies, problems of democracy, sociology, and anthropology. In addition the film should be valuable to adult groups interested in fostering a broader and more tolerant understanding of human beings everywhere.

F. C. B.

Iran Between Two Worlds. 16 mm sound. 14 minutes. Black and white, \$62.50; Color, \$125. Collaborator: Professor William S. Haas.

This film embodies a very succinct description of the history, art, architecture, religion, resources, climate, and customs of Iran. The magnificent zenith of the Persian Empire under Xerxes and Darius; the ruins of Persepolis, symbolic of its nadir; and the slow, difficult path to a second golden age prompted by the influence of Western culture are skillfully blended, resulting in a film of great value to junior and senior high school students of geography, history, and the social sciences.

E. A. L., Jr.

Arabian Children. 16 mm sound. 16 minutes. Black and white, \$75; color, \$150. Collaborator: Professor Clarence W. Sorensen.

Through the regular daily activities of several Arab children, this film illustrates vividly the customs and traditions of the people, the tremendous physical and social difficulties which cloud their lives, and the valiant but pathetic struggle they are engaged in to bring some measure of social and economic progress to their land. The romantic past of Arabia is, however, little consolation to a people in the midst of such a labyrinth of economic and social turmoil. Designed especially for the middle grades, it should stimulate students to seek further information.

E. A. L., Jr.

FILMSTRIPS

American Parties and Politics. 60 frames. 1954. Black and white, \$2.50. One of a series produced by the Office of Educational Activities of *The New York Times*. The New York Times, New York City.

Through this filmstrip, children in grades eight through twelve will obtain a good explanation of the origin, organization, and functioning of political parties in American government. It is especially valuable as a review of a unit of study. The teacher's discussion manual is excellent, for it gives a brief introduction to political parties, a reproduction of each frame with an ample explanation, a selected teacher's bibliography, and some suggested activities.

H. H. F.

The following filmstrips are available through the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois.

Little Lost Angel. 53 frames. Color illustrations with 33 1/3 rpm record and reading script; \$10.

This delightful story, suited for the primary through adult age levels, is told with sympathy. The narra-

tor's voice is clear and pleasant. The organ and vocal music, solo and chorus, enhance the narrative and are well done. Color illustrations endeavour to portray homes, pottery, dress, and work much as they are in Bethlehem.

C. M. T.

Reference Materials. 30 frames. Sound. Color, \$6.00. Produced by Chicago Teachers College.

Chicago Teachers College has completed one filmstrip in a projected series of six. *Reference Materials*, the first filmstrip available, treats dictionaries, encyclopedias, almanacs, yearbooks and bibliographical works. The purpose of the filmstrip is to provide a basis for a well rounded library orientation program for college freshman. Art work and commentary are designed to make it interesting even for those who are not book minded.

During the fall semester of 1954, the filmstrip has been shown to freshman at Wilson Junior College and Chicago Teachers College. It has also been viewed by librarians and teachers of library science in various parts of the country. Their comments are being utilized in the preparation of the remaining parts of the series.

The production of the filmstrips is a result of co-operative effort. Members of the Chicago Teachers College Library staff and the Departments of Education, Library Science, Speech and Art have joined forces in producing this integrated work.

F. V.

Middle America. Four filmstrips. 35 mm. Color, \$6.00 each; \$19.00 the set. Produced cooperatively by Society for Visual Education, Inc., and by Rand McNally and Company. Written by Ruby M. Harris, Eastern Illinois State College, Charleston, Illinois:

Farmers of Mexico. 60 frames. Describes the differences in the lives of farmers in three districts of Mexico: the dry and irrigated northern basins, the highlands of the central mountain areas, and the warm moist lowlands of the south. The chief products of each district are shown as well as the techniques employed in raising them.

City People of Mexico. 60 frames. Illustrates the lives of Mexican people in the major cities. Excellent scenes of children, homes, foods, shops, port facilities, and fishing equipment. Cities included are: Monterrey, Mexico City, Guadalajara, Tampico, Vera Cruz, and several smaller communities.

Lands and Peoples in Central America. 60 frames. Shows the chief products, market centers, streets, and homes of the people in typical regions of the Central American republics. Includes a special series of frames on the Panama Canal Zone. Of special significance are the frames pertaining to the daily lives of the citizens.

Island People of Middle America. 50 frames. Attention centers upon the economic importance of the West Indies and stresses the major crops and exports of the islands of Cuba, Puerto Rico, Barbados, Grenada, Trinidad, Virgin Islands, and Curacao. Typical street scenes of the chief cities on the islands are also included.

A fine collection of filmstrips for use in social studies classes for middle and upper grades. Outstanding features include the following: excellent use

of locational, physical, and political maps, good photography, well chosen captions, and a series of thought provoking questions at the conclusion of each film.

V. W. B.

GAMES

The Game of Numograms. By Dr. J. T. Johnson. Available through The King Company, 4609 North Clark Street, Chicago 40, Illinois. List, \$1.25; net, \$1.00.

The four fundamentals in arithmetic are perfected by the employment of the game stimulus. When children know something of addition, subtraction, multiplication, or division, this game will surely activate them into improvement of any phase.

The number symbols are on cards. All of the cards for a given set are turned face down on the table and well mixed. Then two, four (preferably), or six children sit around the table and play the game. Each takes a turn at turning up a card. The first two turn up their cards and place them face up in the center of the table. The third and others thereafter turn up a card, see if the two on the table or any two will make the combination they have just turned up. If so, the child lifts the two that make the combination, and together with the one he holds places the three cards on his side of the table to count as one score; but if the combination is not seen, the child must place his card in the center of the table as was done by the others. The winner is the one who has the most combinations when all of the cards have been turned up.

Included in this material are the following four sets:

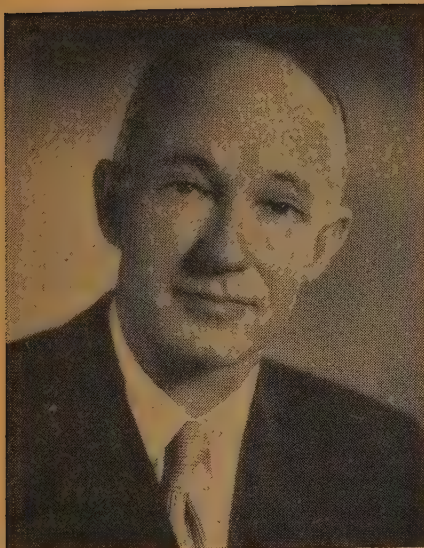
- Set No. 1 — Easy Addition and Subtraction Facts..... Grades 2 and 3
- Set No. 2 — Difficult Addition and Subtraction Facts..... Grades 3 and 4
- Set No. 3 — Easy Multiplication and Division Facts..... Grades 4 and 5
- Set No. 4 — Difficult Multiplication and Division Facts.... Grades 5 and 6

The numbers with which the children play are printed in one inch squares on 8½" x 10" cards. The squares may be cut with a pair of scissors. There is one envelope for storing the numbers for each of the above sets and full directions for playing the game.

Dr. Johnson is Emeritus Chairman of the Mathematics Department at Chicago Teachers College. Teachers should find this a helpful item to develop proficiency in the four fundamental operations.

J. J. U.

HIGHLIGHTS OF THE



Waurine Walker (right) Will Climax Her Term as NEA President with an Address at the July Meeting. Her Probable Successor is Superintendent Lester Buford of Mount Vernon, Illinois (left).

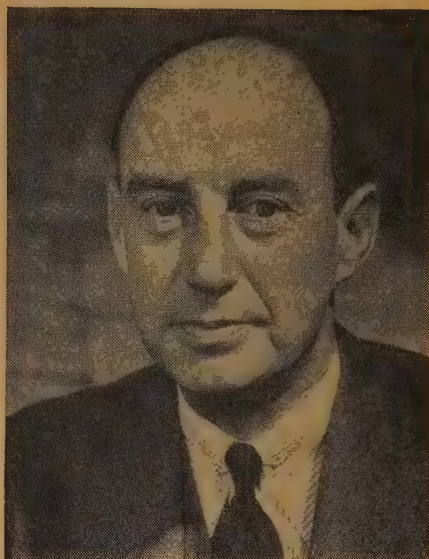
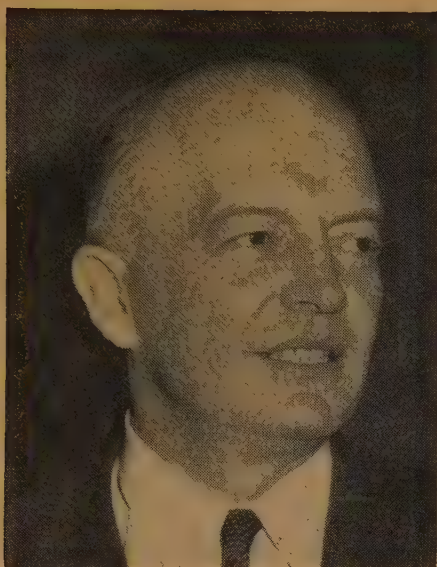
This summer the teachers of Chicago will have the opportunity of attending and participating in the ninety-third annual convention of the National Education Association. The NEA will be taking over most of the major hotels and the Chicago Stadium during July 3 to July 8, 1955, for its first Chicago meeting in over twenty years. Local educational leaders will play a major role in what promises to be the largest gathering in the Association's history. Admission to all sessions of the program is by NEA membership card available from the Illinois Education Association representative in each school.

PROGRAM PREVIEW

Sunday, July 3.

Evening: Vesper Service, Conrad Hilton Hotel. Dr. Edward Heinsohn, University Methodist Church, Austin, Texas, will speak. The Blue Jacket Choir from the Great Lakes Naval Training Center will sing.

1955 NEA CONVENTION



Featured Speakers at the NEA Convention will be Harold Stassen (left), Presidential Assistant for Peace, and Former Governor of Illinois Adlai Stevenson (right).

Monday, July 4.

Morning and Afternoon: More than twenty NEA Departments will hold their meetings.

Evening: First General Session, Chicago Stadium. Greetings from Superintendent Benjamin C. Willis and the address of the Executive Secretary, William G. Carr, dealing with the activities and achievements of the NEA during the year. A band concert will precede the opening of this session.

Tuesday, July 5.

Morning: First meeting of the Representative Assembly, Chicago Stadium.

Afternoon: Open meetings of eighteen NEA Committees and Commissions.

Evening: The Classroom Teacher Dinner, Conrad Hilton Hotel. Pageant, "The Past Is Prologue", staged by the Illinois Education Association, Chicago Stadium.

Wednesday, July 6.

Morning: Representative Assembly meeting, Chicago Stadium.

Afternoon: The entire convention will be divided into sections and groups to evaluate NEA services from the point of view of a member in the field and to make suggestions concerning these services.

Evening: Address by Adlai Stevenson, Chicago Stadium.

Thursday, July 7.

Morning: Sectional meetings devoted to professional topics (see below).

Afternoon: Most of the major morning sectional meetings will be divided into from three to eight smaller discussion groups where the consideration of these major areas of professional concern will be continued.

Section I — Issues in School Finance in our Present Day Economy.

Afternoon groups: Current issues in (1) state of school finance, (2) local school finance, (3) the role of the federal government.

Section II — Public Education and the Future of America.

Afternoon groups: The Role of Public Education in (1) our economy, (2) democratic government, (3) intergroup relations, (4) realizing our manpower potential, (5) moral and spiritual values, (6) world responsibilities, (7) finding democracy's leaders.

Section III — Good Teaching in 1955.

Afternoon groups: (1) Teaching reading, (2) teaching arithmetic, (3) promising developments in secondary education, (4) research in child growth and development, (5) detecting and preventing delinquency, (6) guidance in today's schools, (7) mental hygiene and the exceptional child, (8) instructional materials, (9) language arts, (10) adult education, (11) travel.

Section IV — The Status and Security of Our Profession.

Afternoon groups: (1) salaries and salary scheduling, (2) retirement and social security problems, (3) community pressures and the teacher's job, (4) progressive personnel practices.

Section V — The Professional Standards Movement—A Long-Range Approach to the Problem of Teacher Supply.

Afternoon groups: (1) securing talent for teaching, (2) higher standards increase supply, (3) the classroom teacher and professional standards, (4) keeping teachers through better personnel and welfare policies, (5) certification policies and teacher supply, (6) organizing the teaching job to relieve strain and improve teaching.

Section VI — What the Public Expects of Its Schools.

Afternoon groups: How can the public schools meet (1) the needs of agriculture, (2) the needs of business, (3) the needs of labor, (4) the needs of homes.

Section VII — Clinic for Local Association Leaders.

Afternoon groups: (1) Eight sections arranged for local association leaders from comparable population centers to swap ideas and discuss common problems, (2) citizenship projects for a local association, (3) how to improve your local association publication, (4) ethics and the local association program.

Section VIII — NEA Centennial Workshop.

Afternoon groups to be arranged.

Section IX — Implications for Education of Progress in Physical and Behavioral Sciences.

No afternoon groups.

Evening: Celebrities Dinner, Palmer House; State Headquarters Open Houses, Conrad Hilton Hotel; Friendship Night: Receptions for candidates for NEA offices, Conrad Hilton Hotel.

Friday, July 8.

Morning and Afternoon: Representative Assembly Meetings, Chicago Stadium.

Evening: General Session, Chicago Stadium. NEA President Waurine Walker will deliver a presidential address at one of the evening sessions. Harold Stassen will also address the convention.

COMMERCIAL EXHIBITS

Commercial Exhibits will be displayed on the lower floor of the Conrad Hilton Hotel.

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

CHICAGO PUBLIC HIGH SCHOOLS ACCREDITED — At its sixtieth annual meeting held in Chicago, March 21-25, 1955, the North Central Association of Colleges and Secondary Schools unqualifiedly recommended that all of the forty-six Chicago public high schools be continued as accredited members of the Association.

FORD FOUNDATION: THE FUND FOR THE ADVANCEMENT OF EDUCATION — Through its president Clarence H. Faust, the Fund for the Advancement of Education announced on April 19, the winners of 138 one-year fellowships to college and university faculty members in the United States. Totaling approximately \$800,000, these grants are the fifth and final series of annual awards which have been made by the Fund primarily to enable the recipients to become better teachers in their respective fields, which include the humanities, the social sciences, and the natural sciences.

Chicago Teachers College is proud to note that one of the four individuals receiving awards in Illinois is John S. Carter of the Department of English. Dr. Carter's plans involve a year's study at the Huntington Library, San Marino, California. He will engage in study and research on Edgar Allen Poe as this area of work relates to a proposed core-course involving the concept of American civilization. The work will be done during the academic year 1955-56.

With the selection of Dr. Carter, three faculty members of Chicago Teachers College have been granted awards from the Fund in the five years the plan has been operative. Actually there are now four such fellowship winners at the College — Dr. Marvin Laser having joined the staff of the English Department following a year of study under the auspices of the Fund. Other former award winners at the College are Dr. Jerome M. Sachs of the Mathematics Department, and Dr. Charles R. Monroe of the Social Science Department.

The award winners for the year 1955-56 represent institutions throughout the United States, four of which are teachers colleges. The regional distribution of fellowship grants is as follows: forty-five from the Northeast; thirty from the Midwest; twenty-seven from the Far West; and thirty-six from the South. The largest number of awards, twenty-nine, is in the field of English, with history, eighteen, next highest.

"HOW I TEACH" CONTEST — "How I Teach during the First Week of School" is the subject of an essay contest being conducted jointly by *Scholastic Teacher* magazine and the American Textbook Publishers Institute. The purpose of the contest is to give teachers throughout the nation an opportunity to relate to other teachers their most successful ways of challenging and interesting students as the new school year begins.

Active teachers of any subject in grades four through twelve may enter the contest by submitting manuscripts not exceeding 1,500 words to be judged for the following awards: first award, \$300; second award, \$200; third award, five prizes of \$100 each. All entries must be submitted to *Scholastic Teacher*, 33 West 42nd Street, New York 36, New York, postmarked no later than midnight, June 30, 1955. Further information is available from Roy A. Gallant, at the above address.

TEACHER SUPPLY AND BOARDS OF EDUCATION — The National School Boards Association, through its executive secretary, Edward M. Tuttle, has published policy statements designed to help boards of education increase their supply of qualified officers. Indirectly, some suggestions point to qualities that teachers ought to possess. They are:

1. Remember first, last, and always that the education of children and youth is dependent on the character, ability, and dedication of their teachers more than on any other single factor in the school system.
2. Keep local standards high. Establish the reputation of employing only fully qualified teachers. Never let the bars down.
3. Pay salaries which will attract and hold top-quality teachers and reduce the turnover to a minimum. No investment will pay bigger dividends.
4. Treat teachers as accepted members of the community entitled to genuine respect and appreciation for their public service.
5. Be generous in the provision of working and living conditions which will remove handicaps to effective teaching and give to teachers a sense of well-being and genuine accomplishment.
6. Establish a policy which will give competent, qualified teachers assurance of support and freedom to teach without fear of unjust criticism and reprisal.
7. Provide maximum opportunities for teachers at all levels of tenure and experience to grow in service so that year by year their effectiveness increases.

8. Encourage administration-staff relationships which will result in welding the professional personnel into a loyal, smooth-working, and co-operative team.
9. Inaugurate a system of guidance which will include the early discovery in the schools of students who appear to possess the characteristics of successful teachers. Provide for their consistent encouragement toward such a career, to the end that the local community may contribute as many or more excellent recruits to the teaching profession as it requires fully certified teachers to fill the positions on its instructional staff.
10. Stimulate community provision of scholarships for promising candidates to the teaching profession who might otherwise be unable to pursue their educational preparation.

DRIVER EDUCATION COURSES AND INSURANCE RATES—Boys and girls who have successfully completed an approved high-school driver education course can now enjoy a ten per cent reduction on their car insurance, according to an announcement made recently by the National Bureau of Casualty Underwriters whose members are stock insurance companies. This ruling is effective in thirty-nine states and the District of Columbia. Similar rate reduction plans for graduates of high-school driver education courses have been put into effect in recent years by several mutual insurance companies.

This plan is operative in states where the state department of education certifies that at least thirty hours of classroom instruction and six hours of practice driving instruction is given. According to William G. Carr, NEA executive secretary, these are the minimum time standards recommended by NEA-sponsored national conferences on driver education held in 1949 and 1953.

SUMMER WORKSHOPS IN HUMAN RELATIONS—The fourth annual Midwest Workshop in Community Human Relations will be conducted at the University of Chicago, July 25 to August 12. The course offers three and one-third graduate credit hours. The tuition is \$100, with reduced tuition rates offered to Chicago teachers and some part-tuition scholarships available. Full information concerning the Workshop may be secured by writing to Dr. Bettie B. Sarchet, University of Chicago, 19 South LaSalle Street, Chicago 3, Illinois.

Northwestern University in Evanston will offer a workshop in human relations for teachers, supervisors, and school administrators from June 20-July 30. The course offers six quarter-hours graduate credit. Application blanks for the Workshop may be secured by writing to Dean E. T. McSwain, School of Education, Northwestern University, Evanston, Illinois. Tuition for the course is \$87. For full information regarding the program, write to Mr. Denis McGenty, Program

Department, National Conference of Christians and Jews, 203 North Wabash Avenue, Chicago 1, Illinois.

CHICAGO TEACHERS COLLEGE EUROPEAN STUDY TOUR—A European study tour in the fields of comparative education and human relations is being offered by the Graduate School of Chicago Teachers College this summer. Extending from July 3 to August 11, the course includes visits for study to England, Norway, Sweden, Denmark, and Germany. The study tour offers six semester hours of graduate or senior college credit (depending on the student's status) in two courses: Education 327, Comparative Education; and Education 376, Human Relations in the Elementary School.

Education 327 will focus attention on curricula and other educational practices. These will be related to national aspirations, customs, and socioeconomic conditions. The results of such observation and study should contribute to a better understanding of the school program and the way of life in America. Education 376, involving observations in and out of the schools, envisions an increase of self-awareness and skill in promoting harmonious, purposeful behavior by individuals and groups. Schools in the various countries visited, U. S. educators working abroad, and exchange teachers are the media through which this is to be accomplished.

The tour price, including fees, is \$1,035.00. A detailed itinerary of the study tour and of the extension trips is available on request by writing to Dr. David Kopel, Director, The Graduate School, Chicago Teachers College, 6800 South Stewart Avenue, Chicago, Illinois.

CHICAGO TEACHERS COLLEGE SUMMER SESSION—A tuition-free, eight-week summer session will be conducted at the main campus from June 27 to August 19. The 1955 offerings include 120 different courses, fifty of which offer graduate credit to qualified students. Four are field courses in biological science; two, short-term courses in library science; and two are educational travel courses in Europe. The fees for the session are \$10.00 for a full program or \$1.50 per credit hour for a part-time program.

The courses are designed to aid the following types of groups:

1. Teachers who wish to take courses in order to qualify in another teaching field or who wish to take refresher courses.
2. Individuals who wish to meet state or Chicago certification requirements or who hold temporary certificates to teach and wish to continue their preparation for an examination.
3. Graduates of the College who wish to complete their third and fourth years of work toward the bachelor of education degree.

4. Regular session students who have credit deficiencies, who wish to carry a lighter load during the regular session, or who wish to complete graduation requirements in less than four years.
5. Individuals interested in the graduate programs and offerings.
6. New applicants for admission to the College.

Registration may be completed on any school day from June 1 through June 22, 1955, in Room 102C between 10:00 a. m. and 4:30 p. m., or on

Monday, June 27, from 8:30 a. m. to 1:00 p. m. in Room 300C. Late registration, for which there is a \$3.00 fee, will be held on June 28 and 29 in Room 102C from 8:00 a. m. to 2:00 p. m.

Further details or information may be obtained College, 6800 South Stewart Avenue, Chicago 21. College, 600 South Stewart Avenue, Chicago 21.

The following is a listing of the courses offered:

CHICAGO TEACHERS COLLEGE—SUMMER SESSION, 1955

COURSE NUMBER AND TITLE		CR. HRS.	HOUR	DAYS	ROOM	INSTRUCTOR
Art 109-a	Decorative Design and Color.....	1	10:25	M. T. Th. F.	307A	Cole
Art 110-a	World Masterpieces	1	8:15	T. W. Th. F.	307A	Cole
Art 116-a	Drawing and Composition.....	2	12:35 1:40	M. T. W. Th. F. M. W.	307A	Cole
Art 203-a	Methods of Teaching Art.....	1	9:20	M. T. W. Th.	307A	Cole
Educ. 221-a	Philosophy and Organization of American Public Education.....	4	8:15 9:20	M. T. W. Th. F. W. F.	214C 202C	Beck
Educ. 263-a	History of American Education.....	3	9:20	M. T. W. Th. F.	201C	Pfau
Educ. 264-a	Philosophy of Education.....	3	12:35	M. T. W. Th. F.	300C	Beck
Educ. 268-a	Elementary School Classroom Management	3	11:30	M. T. W. Th. F.	306C	Connelly
Educ. 268-b	Elementary School Classroom Management	3	1:15- 3:45	T. Th.	201C	Connelly
(Open only to students who have a Bachelors Degree)						
¹ Educ. 295-a	Student Teaching and Seminar.....	6	8:15 to 11:30 daily 1:15- 3:45	M. W.	Field 201C	Tierney
¹ Educ. 295-b	Student Teaching and Seminar.....	6	8:15 to 11:30 daily 1:15- 3:45	M. W.	Field 204C	Sauer
Educ. 317-a	Special Class Methods for Ungraded Divisions	2	11:30	T. W. Th. F.	5A	Hickey
Educ. 323-a	Educational Research and Evaluation..	3	1:40	M. T. W. Th. F.	113C	Tyler
Educ. 324-a	Principles of Curriculum Construction	3	12:35	M. T. W. Th. F.	113C	Tyler
Educ. 325-a	Special Problems in Audio-Visual....	3	10:25 11:30	M. W. F. M. F.	300C	Lewis
Educ. 339-a	Evaluation of Instruction.....	3	10:25	M. T. W. Th. F.	207C	Tyler
Educ. 357-a	Audio-Visual Education	3	10:25 and 11:30	T. Th.	300C	Lewis
			(Two laboratory periods weekly to be arranged.)			
Educ. 376-a	Human Relations in the Elementary School	3	9:20	M. T. W. Th. F.	5A	Berghoefer
Educ. 376-b	Human Relations in the Elementary School	3	12:35	M. T. W. Th. F.	5A	Berghoefer
Educ. 421-a	Seminar in the Education of Mentally Handicapped Children	3	9:20	M. T. W. Th. F.	214C	"X"
Educ. 424-a	Seminar in Human Relations.....	3	10:25	M. T. W. Th. F.	5A	Berghoefer
Educ. 108KgP-a	Childhood Education	3	10:25	M. T. W. Th. F.	203C	Olson
Educ. 108KgP-b	Childhood Education	3	10:25	M. T. W. Th. F.	211C	Hemington
Educ. 227KgP-a	Teaching Reading in the Primary Grades	3	12:35	M. T. W. Th. F.	203C	Hemington
Educ. 227KgP-b	Teaching Reading in the Primary Grades	3	12:35	M. T. W. Th. F.	205C	Lynch
Educ. 228KgP-a	Play and Rhythmic Expression.....	2	9:20 10:25	M. W. M. T. W. Th. F.	205C	Lynch
Educ. 229KgP-a	Arts and Crafts in the KgP Grades...	2	8:15 9:20	M. T. W. Th. F. T. Th.	203C	Lynch
Educ. 229KgP-b	Arts and Crafts in the KgP Grades...	2	8:15 9:20	M. T. W. Th. F. T. Th.	205C	Hemington
Educ. 266KgP-a	Principles and Methods.....	3	1:40	M. T. W. Th. F.	205C	Olson

COURSE NUMBER AND TITLE		CR. HRS.	HOUR	DAYS	ROOM	INSTRUCTOR
Eng. 116-a	American Literature	3	10:25	M. T. W. Th. F.	307C	Laser
Eng. 119-a	Composition I	3	8:15	M. T. W. Th. F.	307C	Williston
Eng. 119-b	Composition I	3	12:35	M. T. W. Th. F.	307C	Williston
Eng. 120-a	Composition II	3	8:15	M. T. W. Th. F.	306C	Steiner
Eng. 120-b	Composition II	3	12:35	M. T. W. Th. F.	204C	Laser
Eng. 123-a	Introduction to Literature.....	3	9:20	M. T. W. Th. F.	113C	Laser
Eng. 123-b	Introduction to Literature.....	3	11:30	M. T. W. Th. F.	309C	McMillan
Eng. 124-a	Readings in Literature.....	3	11:30	M. T. W. Th. F.	307C	Williston
Eng. 202-a	Children's Literature	3	8:15	M. T. W. Th. F.	305C	Kincheloe
Eng. 202-b	Children's Literature	3	11:30	M. T. W. Th. F.	305C	Kincheloe
Eng. 206-a	Teaching of the Language Arts in the Elementary School.....	3	8:15	M. T. W. Th. F.	309C	Suloway
Eng. 206-b	Teaching of the Language Arts in the Elementary School.....	3	9:20	M. T. W. Th. F.	305C	Kincheloe
Eng. 206-c	Teaching of the Language Arts in the Elementary School.....	3	10:25	M. T. W. Th. F.	305C	Suloway
Eng. 206-d	Teaching of the Language Arts in the Elementary School.....	3	1:40	M. T. W. Th. F.	301C	Theodore
² Eng. 207-a	History of American Literature.....	2	11:30	M. T. W. Th. F.	204C	Steiner
Eng. 208-a	Literature for Children in the Primary Grades	3	11:30	M. T. W. Th. F.	203C	Olson
Eng. 271-a	Public Discussion	3	9:20	M. T. W. Th. F.	309C	Steiner
Eng. 272-a	Problems in School Journalism I.....	1	12:35	M. Th.	305C	Suloway
Eng. 273-a	Problems in School Journalism II.....	1	12:35	M. Th.	305C	Suloway
Eng. 274-a	Problems in School Journalism III.....	1	12:35	M. Th.	305C	Suloway
Eng. 303-a	Reading Methods and Materials for Ungraded Divisions	2	12:35	M. T. W. Th.	214C	Theodore
Eng. 311-a	Shakespeare	3	10:25	M. T. W. Th. F.	309C	McMillan
Speech 101-a	Fundamentals of Speech.....	2	8:15	M. T. W. Th. F.	213C	Walker
Speech 101-b	Fundamentals of Speech.....	2	11:30	M. T. W. Th. F.	213C	Walker
Speech 251-a	Phonetics	3	1:40	M. T. W. Th. F.	213C	Shervanian
Speech 258-a	Speech Correction and the Classroom Teacher	3	10:25	M. T. W. Th. F.	213C	Walker
Speech 306-a	Speech for the Deaf.....	3	11:30	M. T. W. Th. F.	305A	"X"
Speech 308-a	Language Development for the Deaf..	3	12:35	M. T. W. Th. F.	305A	"X"
Speech 309-a	Voice and Articulation.....	3	9:20	M. T. W. Th. F.	213C	"X" and Shervanian
³ I. A. 106-a	Elementary Industrial Arts.....	2	11:30	M. T. W. Th. F.	208C	Harrison
⁴ I. A. 264-a	Crafts	3	10:25	M. T. W. Th. F.	208C	Hewitt
⁴ I. A. 270-a	Plastics	3	9:20	M. T. W. Th. F.	208C	Hewitt
⁴ I. A. 272-a	Ceramics	3	8:15	M. T. W. Th. F.	208C	Hewitt
⁴ I. A. 273-a	Metal	3	8:15	M. T. W. Th. F.	212C	Harrison
⁴ I. A. 274-a	Wood	3	12:35	M. T. W. Th. F.	208C	Harrison
⁴ I. A. 275-a	Electricity	3	8:15	M. T. W. Th. F.	212C	Harrison
⁴ I. A. 356-a	Ceramics II, Pottery Shapes and Glazes	3	8:15	M. T. W. Th. F.	208C	Hewitt
⁴ I. A. 357-a	Industrial Arts for Ungraded Divisions	3	10:25	M. T. W. Th. F.	208C	Hewitt
⁴ I. A. 358-a	Leathercraft	3	9:20	M. T. W. Th. F.	212C	Harrison
I. E. 255-a	Auto Shop	3	Courses to run for six weeks. Time and place to be announced later. Registration by permission of Mr. Harrison.			
I. E. 270-a	Print Shop	3	Courses to run for six weeks. Time and place to be announced later. Registration by permission of Mr. Harrison.			
Lib. Sci. 253-a	Reading Guidance for the Primary and Intermediate Grades.....	3	1:40	M. T. W. Th. F.	302C	Dieterle
Lib. Sci. 258-a	The Library as an Information Center	3	12:35	M. T. W. Th. F.	301C	Sandine
Lib. Sci. 301-a	Workshop on School Library Problems	3	9:00- 12:00	M. T. W. Th. F.	301C	Rue and Sandine
Lib. Sci. 351-a	Audio-Visual Education	3	10:25 11:30	T. Th. T. Th.	300C	Lewis
				(Two laboratory periods weekly to be arranged.)		

COURSE NUMBER AND TITLE		CR. HRS.	HOUR	DAYS	ROOM	INSTRUCTOR
Lib. Sci. 401-a	Reading of Young People..... (July 25th-August 19th)	3	9:20 10:25	M. T. W. Th. F. M. T. W. Th. F.	301C	Haas
Lib. Sci. 453-a	Communication and the School Library	3	8:15 9:20	T. F. T. W. F.	300C	Butler
Lib. Sci. 454-a	Reference Sources and Methods.....	3	8:15 9:20	M. W. Th. M. Th.	300C	Veit
Lib. Sci. 455-a	Problems in Reading Guidance.....	3	12:35	M. T. W. Th. F.	309C	Butler
Math. 103-a	College Mathematics	5	8:15 9:20	T. W. Th. F. M. T. W. Th. F.	207C	Sachs
Math. 103-b	College Mathematics	5	12:35 1:40	M. T. W. Th. F. M. T. W. Th.	207C	Goldsmith
Math. 151-a	College Algebra	3	8:15	M. T. W. Th. F.	211C	Lange
Math. 152-a	Trigonometry	3	10:25	M. T. W. Th. F.	209C	Lange
Math. 204-a	Methods of Teaching Arithmetic, Grades 3-8	3	8:15	M. T. W. Th. F.	209C	Rasmusen
Math. 204-b	Methods of Teaching Arithmetic, Grades 3-8	3	9:20	M. T. W. Th. F.	211C	"X"
Math. 204-c	Methods of Teaching Arithmetic, Grades 3-8	3	11:30	M. T. W. Th. F.	209C	Rasmusen
Math. 204-d	Methods of Teaching Arithmetic, Grades 3-8	3	12:35	M. T. W. Th. F.	209C	Rasmusen
Math. 311-a	Differential Equations	3	12:35	M. T. W. Th. F.	211C	Lange
Math. 321-a	Calculus III	3	9:20	M. T. W. Th. F.	209C	Goldsmith
Math. 327-a	Elementary Number Theory and Its History	3	11:30	M. T. W. Th. F.	207C	Sachs
Mus. 108-a	Fundamentals	2	9:20	M. T. W. Th.	306C	Ward
Mus. 108-b	Fundamentals	2	12:35	T. W. Th. F.	302C	Simutis
Mus. 109-a	Repertoire and Conducting.....	2	12:35	T. W. Th. F.	306C	Ward
Mus. 109-b	Repertoire and Conducting.....	2	9:20	M. T. W. Th.	302C	Simutis
Mus. 202-a	Teaching Music in Grades 3, 4, and 5..	2	11:30	M. T. W. Th. F.	306C	Ward
Mus. 206-a	Understanding and Appreciation.....	2	1:40	M. T. W. Th.	306C	Ward
Mus. 208-a	Teaching Music in Kindergarten, Grades 1 and 2.....	2	8:15	T. W. Th. F.	302C	Simutis
Mus. 270-a	Teaching Vocal Music in Grades 6, 7, and 8.....	3	11:30	M. T. W. Th. F.	302C	Simutis
Bi. Sci. 108-a	Biological Science II.....	3	8:15 9:20	M. T. W. Th. F. T. Th.	109C	Colin
Bi. Sci. 108-b	Biological Science II.....	3	11:30 12:35	M. T. W. Th. F. M. Th.	109C	Lamp
Bi. Sci. 201-a	Microbiology and Human Physiology..	4	9:20 10:25 10:25	M. T. W. Th. F. T. Th. F. M. W.	110C 110C 113C	Goldberg
Bi. Sci. 201-b	Microbiology and Human Physiology..	4	12:35 1:40	M. T. W. Th. F. M. T. W. Th. F.	110C	Goldberg
Bi. Sci. 302-a	Anatomy and Physiology of the Speech and Hearing Mechanism....	3	10:25 10:25 11:30	M. W. T. Th. F. M. W.	110C 113C 110C	Shervanian
Bi. Sci. 308-a	Insects of the Chicago Region I.....	2	8:00 12:00	Mon., July 25 Sat., Aug. 6	Field	Sanders
Bi. Sci. 310-a	Birds of the Chicago Region I.....	2	8:00 12:00	Mon., June 27 Sat., July 9	Field	Sanders
Bi. Sci. 312-a	Aquatic Biology I.....	2	8:00 12:00	Mon., Aug. 8 Sat., Aug. 20	Field	Sanders
Bi. Sci. 359-a	Summer Flora I.....	2	8:00 12:00	Mon., July 11 Sat., July 23	Field	Sanders
Bi. Sci. 361-a	Evolution	3	10:25	M. T. W. Th. F.	109C	Colin
Bot. 351-a	Local Flora	3	8:15 9:20	T. W. F. M. T. W. Th. F.	102B	Lamp
Phys. Sci. 101-a	Physical Science I.....	3	9:20 10:25	T. Th. M. T. W. Th. F.	112C	Vesecky
Phys. Sci. 101-b	Physical Science I.....	3	12:35 1:40	M. W. F. M. T. W. Th.	112C	Vesecky
Phys. Sci. 102-a	Physical Science II.....	3	8:15 9:20	M. T. W. Th. F. M. W.	112C	Groenier

COURSE NUMBER AND TITLE		CR. HRS.	HOUR	DAYS	ROOM	INSTRUCTOR
Phys. Sci. 102-b	Physical Science II.....	3	11:30 12:35	M. T. W. Th. F. T. Th.	112C	Groenier
Sci. 208-a	The Teaching of Elementary Science, Grades 3-8	3	8:15 9:20	M. T. W. Th. F. M. W.	113C 109C	Heller
Sci. 208-b	The Teaching of Elementary Science, Grades 3-8	3	11:30 12:35	M. T. W. Th. F. T. W.	113C 109C	Heller
Sci. 403-a	Seminar in Research and/or Special Projects	5	Hours	to be arranged.	109C	Colin and Others
P. E. 112-a	Physical Fitness I.....	1	9:20	M. T. W. Th. F.	LGE	Byrne
P. E. 113-a	Physical Fitness II.....	1	10:25	M. T. W. Th. F.	LGE	Byrne
P. E. 127-a	Recreational Games	1	8:15	M. T. W. Th. F.	LGE	Byrne
Psy. 110-a	General Psychology	3	8:15	M. T. W. Th. F.	5A	Kirk
Psy. 110-b	General Psychology	3	12:35	M. T. W. Th. F.	201C	"X"
Psy. 113-a	Educational Psychology	3	9:20	M. T. W. Th. F.	303A	Kirk
Psy. 114-a	Introduction to Child Development....	3	9:20	M. T. W. Th. F.	307C	Clark
Psy. 305-a	Psychology of Exceptional Children..	2	8:15	T. W. Th. F.	7C	Brye
Psy. 306-a	Mental Hygiene	2	11:30	T. W. Th. F.	201C	Kirk
Psy. 307-a	Psychology of Behavior Difficulties...	2	10:25	M. T. W. Th.	214C	Temkin
Psy. 308-a	Psychology of Adolescence.....	3	12:35	M. T. W. Th. F.	303A	Clark
Psy. 309-a	Mental Measurement	3	9:20	M. T. W. Th. F.	7C	Hite
Psy. 311-a	Child Development	3	8:15	M. T. W. Th. F.	303A	Temkin
Psy. 311-b	Child Development	3	11:30	M. T. W. Th. F.	214C	Temkin
Psy. 312-a	Educational Psychology	3	10:25	M. T. W. Th. F.	7C	Brye
Psy. 312-b	Educational Psychology	3	11:30	M. T. W. Th. F.	7C	Brye
Psy. 313-a	Psychology of Learning.....	3	12:35	M. T. W. Th. F.	7C	Spears
Psy. 314-a	Psychology of the Gifted Child.....	2	10:25	M. T. W. Th.	302C	Clark
Psy. 354-a	Introduction to Statistical Methods...	3	11:30	M. T. W. Th. F.	211C	Hite
Psy. 406-a	Individual Projects in Mental Deficiency	5	10:25	M. T. W. Th. F.	207A	Spears-Hickey
Geog. 103-a	Physical and Cultural Geography.....	4	8:15 8:15 9:20	M. T. W. F. Th. T. Th.	204C 202C 202C	Brockman
Geog. 103-b	Physical and Cultural Geography.....	4	11:30 11:30 12:35	M. F. M. T. W. Th. F.	201C 202C 202C	Brockman
Geog. 305-a	Geography of South America.....	3	10:25	M. T. W. Th. F.	202C	Branom
Hist. 102-a	World History	3	8:15	M. T. W. Th. F.	207A	Faris
Hist. 102-b	World History	3	11:30	M. T. W. Th. F.	303A	Faris
⁵ Hist. 201-a	American History	3	10:25	M. T. W. Th. F.	204C	Pfau
Hist. 201-b	American History	3	8:15	M. T. W. Th. F.	201C	Pfau
Hist. 252-a	History of Europe, 1815-1914.....	3	10:25	M. T. W. Th. F.	201C	Faris
Hist. 256-a	American Foreign Policy.....	3	9:20	M. T. W. Th. F.	207A	Berezin
Pol. Sci. 202-a	American Political Scene.....	3	9:20	M. T. W. Th. F.	204C	Fernitz
Pol. Sci. 257-a	Contemporary International Relations..	3	11:30	M. T. W. Th. F.	205C	Fernitz
Soc. Sci. 203-a	Methods of Teaching the Social Studies	2	8:15	M. T. W. F.	202C	Branom
Soc. Sci. 203-b	Methods of Teaching the Social Studies	2	11:30	M. T. W. Th.	202C	Branom
Soc. Sci. 203-c	Methods of Teaching the Social Studies	2	1:40	M. T. W. Th.	202C	Fernitz
Sociology 201-a	Social Dynamics	3	11:30	M. T. W. Th. F.	207A	Berezin
Sociology 302-a	The Urban Community.....	3	12:35	M. T. W. Th. F.	207A	Berezin

¹ Student Teaching and Seminar are not open to regular session students. They are planned for graduates of accredited colleges and universities who are preparing to take a Chicago certificate examination. Applications must normally be on file with the Chairman, Department of Student Teaching, prior to June 1, 1955.

² Must be taken concurrently with History 201-a.

³ Two of the seven periods to be scheduled by the instructor.

⁴ Three of the eight periods to be scheduled by instructor. Arrangements can be made with the instructor to carry two of these courses.

⁵ Must be taken concurrently with English 207-a.

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"Controversial Issues Relating to Reading—A Symposium." *The Reading Teacher*, April, 1955.

In the light of recent attacks upon the schools because of the alleged lack of reading proficiency of their products, this compilation of expert opinion does much to examine such charges within a framework of fact rather than emotion. Professor Gray and the members of the symposium identify a number of issues in reading which deserve immediate attention. These relate to "the development of perceptual and word recognition skills," "systematic versus incidental instruction in reading beyond the primary grades," and "the division of responsibility in developing the understandings and skills involved in effective reading and study in content fields." Analyses of these problems were made and discussed at the February, 1955 meeting of the International Council for the Improvement of Reading Instruction at St. Louis. This special issue of *The Reading Teacher* provides a valuable summary of the discussions.

"Therapy and the School Psychologist." By Frances A. Mullen. *Exceptional Children*, April, 1955.

Dr. Mullen makes a strong plea for the inclusion in therapy of all those activities by which a trained professional person attempts to help a maladjusted individual achieve a better adjustment to the school and the world in which he finds himself. Many school psychologists complain that diagnostic demands take so much time that it is not possible to employ therapy. This is branded a fallacy since the two functions cannot be separated. On the other hand, classroom teachers sometimes remark: "I sent Johnny to the psychologist for a full half day, and he came back not a bit improved." This reveals the feeling that someone else should do the job instead of the teacher—another misconception. Three types of therapy are available to the school psychologist: psycho-therapy, environmental manipulation outside the direct educational process, and educational therapy. In applying the latter technique it is important that credit be given to the alert teacher and administrator as professionals capable of implementing effective activities through the educational process itself. One aspect of the philosophy of the Chicago schools reflects this approach very well: "Education is a process by which a desirable change in behavior is made."

"Serving the Emotionally Handicapped." By Albert L. Billig. *The Phi Delta Kappan*, May, 1955.

Emotionally handicapped children have for the most part been cared for by the schools in a very inadequate manner. Children who become problems in their early years of schooling have customarily been treated as discipline cases. When such "therapy" causes sufficient degeneration and the youngsters are well on their way toward becoming social charges, the schools feel that they are no longer responsible for continued surveillance. The findings of a committee on "School Psychological Services for Socially or Emotionally Handicapped Children" suggests areas in which improvements can be made. It is recommended that teacher training institutions offer more than just general educational psychology, and equip graduates as "mental-health-oriented" teachers who can spot and help disturbed children through regular classroom procedures. Serious cases would, of course, require more highly specialized personnel. A curriculum offering designed to explore the basic problems of human adjustment in the secondary schools is also deemed necessary. A third approach to this grave problem deals with increased care in the screening and selection of applicants for teacher training institutions. A report of successful techniques employed in the rehabilitation of emotionally disturbed children is also included as concrete evidence of some of the potentialities in this area.

"Why Call It Guidance?" By Frank G. Davis. *Education*, March, 1955.

An interesting question is raised in this presentation concerning the probable effects of the title "guidance" on its actual application in practice. It is felt that the organized guidance program normally extant in a school tends to induce the attitude in teachers that guidance is a specialty and therefore none of their business. The authors do not imply that they are decrying the guidance movement; the major thought advanced is that guidance and counseling is really an integral part of the total educational process. It is wiser, therefore, not to try to make it a cult, but to realize that many services formerly called guidance are now considered a part of the regular school program. Teachers participate in these activities more fully when they feel they are not treading on the toes of the "experts."

"Why Fear Combination Classes?" By Harold J. Bienvenu and Kenneth A. Martyn. *The American School Board Journal*, April, 1955.

Combining two half grades in a single classroom has often been regarded as an undesirable but necessary administrative arrangement. Scholastically, many arguments have been advanced to disclose serious disadvantages. In this article, two principals attempt to show the split grade arrangement to be quite beneficial, declaring the reported disadvantages result from misconceptions and mishandling in many situations. The misconceptions listed include: the idea that the upper grade pupils are the slow-learners; that chronological age range in a combination class is two years as contrasted with a single year in a regular class; and that the teacher of a combination class must teach two grades with the result that the child gets only half the teacher's time. It is held that the drawbacks cited can be overcome if chronological age is the primary criterion in selecting the group, if careful supervision is given the group in the initial stages to discourage discrimination between the grade groups, if social studies units are specially designed for combined classes to avoid duplication later on, and if the administrator is positive in his approach to combination classes and does not approach them as regrettable necessities.

"Are We Gripping Ourselves Sick?" By Robert F. Topp. *Illinois Education*, March, 1955.

Dean Topp, of the Graduate School, National College of Education, believes that a major occupational hazard of teaching concerns itself with the persistent complaining that has become almost habitual among many members of the profession. He calls it "Chronic Complaint," and looks upon it as an insidious disease that can, even through a single individual, spread unrest until an entire faculty can become discontented and ineffectual. Chronic complaining is held to be a nervous habit similar to cracking one's knuckles or swinging a watch chain, which stems, perhaps, from career frustrations or unrelated causes carried over into the schools. Because of the far-reaching influence of such individuals upon children as well as upon their own colleagues, it is necessary that therapeutic steps be taken. A self-inventory is included in the article to permit readers to diagnose their own attitudes, in addition to a program for the improvement of negative outlooks.

"Textbooks Can Be Creative Resources." By Helen K. Bottrell. *Educational Leadership*, April, 1955.

"The textbook is something to come to, not to start with." The author sets the theme with this statement and proceeds to detail how implemen-

tation is accomplished with this approach. Textbooks are here to stay, and when properly viewed are almost unlimited resources for teaching and learning. The greatest limitations occur in the teacher and in the methodology rather than in the books themselves. The textbook is seen as a framework and point of departure—its function is to facilitate learning. The function of the teacher is to adapt the text in the context of student experience and background.

"Georgia's Tape Program." By Garland C. Bagley. *Educational Screen*, May, 1955.

The Georgia Department of Education now has a magnetic tape recording service available to schools which should do much to reinforce the utilization of tape machines in the classroom. A streamlined organization makes it possible for teachers to send in blank reels of tape with requests that specific programs be recorded. Banks of five 30-minute duplicate tapes can be recorded in less than four minutes. The new postal rate results in a very economical operation. Programs cleared for school use can be automatically recorded from A. M., and F. M., and TV (audio) sources, even during weekends when attendants are not on the job. Pre-set clock switches accomplish this feat. The concept of a school system facility of this kind deserves considered evaluation.

"An Inexpensive Tachistoscope." By Jack Tomlinson. *Audio-Visual Guide*, March, 1955.

Much attention has been directed toward the use of the tachistoscope in certain aspects of reading improvement and development. This flash device is capable of projecting an image of a word, phrase, sentence, or object on a screen for a pre-determined fraction of a second, or for as long as is deemed desirable. Proper implementation of this technique may result in more rapid perception with an attendant reduction in the number of eye fixations per line. To make this device available for the use of all, Mr. Tomlinson suggests an inexpensive adaptation of a used camera shutter and lens that can be attached to any existing filmstrip projector. In addition, techniques are presented for the local preparation of films for use with the device.

"Careful There!" By Bob Jones. *The Grade Teacher*, May, 1955.

Mr. Jones presents a collection of eight common danger areas present in most classrooms, along with suggested precautions designed to neutralize these ever-present hazards. The solutions are practical, and some of the dangers mentioned might well escape the attention of the teacher until tragedy or accidents result.

BOOKS

EDITED BY LOUISE M. JACOBS

CHICAGO TEACHERS COLLEGE

Contributors to this section are Fred O. Anderson, John M. Beck, Clara M. Berghofer, Verne Brockman, George E. Butler, Gertrude Byrne, Joseph Chada, Mary E. Courtenay, Thomas J. Creswell, Ruth H. Dennis, Eona DeVere, Elinor S. Eklund, Max D. Engelhart, John F. Etten, Henrietta H. Fernitz, Morris Finder, Lucile Gafford, J. Curtis Glenn, Russell A. Griffin, Mabel G. Hemington, Coleman Hewitt, Louise M. Jacobs, Pearl Jehn, Isabel M. Kincheloe, R. Bruce Kirk, Melvin M. Lubershane, Joan F. Marquardt, Jacqueline Meyers, Oscar V. Mongerson, Barbara Mueller, Geraldine O'Malley, Kathleen O'Shea, Teresa O'Sullivan, Blanche B. Paulson, Clarence W. Peterson, Bernice B. Roberts, Louise C. Robinson, Robert J. Walker, and Horace Williston.

DISTINGUISHED CHILDREN'S BOOKS OF 1954

CHILDREN'S LIBRARY ASSOCIATION

A list of distinguished children's books is compiled annually by the Children's Library Association. The following list for 1954, recently selected and annotated by the Association's Book Evaluation Committee, includes twenty-six titles. Indications of suitability for children of certain ages, added by the *Journal* staff for the guidance of teachers, are based largely upon publishers' recommendations. Free copies of the list are available in limited quantities from the American Library Association, Division of Libraries for Children and Young People, 50 East Huron Street, Chicago 11, Illinois.

The Caves of the Great Hunters. By Hans Baumann. Translated by Isabel and Florence McHugh. Pantheon.

The discovery by four boys of the Lascaux Cave in Southern France told through the media of a compelling narrative and fine reproductions of cave paintings. A rare combination of adventure, archeology, anthropology, and art. Ages ten to sixteen.

Rowan Farm. By Margot Benary-Isbert. Translated by Richard and Clara Winston. Harcourt, Brace.

From firsthand experiences the author has written a memorable story of a courageous and hopeful displaced family working and rebuilding their lives on a farm in Western Germany. A continuation of *The Ark*. Ages twelve and up.

The Wheel on the School. By Meindert De Jong. Illustrated by Maurice Sendak. Harper.

The efforts of six school children to bring the storks back to their little Dutch village, written with dramatic power and a deep insight into the minds and hearts of children. Illustrations reflect the mood of the story. Ages eleven to fourteen.

The Courage of Sarah Noble. By Alice Dalgliesh. Illustrated by Leonard Weisgard. Scribner.

A little girl, accompanying her father into the wilderness to build a home, keeps up her courage though she is often afraid. Told with a sincerity and economy of words that intensify the depth of feeling. Charming illustrations. Ages six to nine.

Wheel on the Chimney. By Margaret Wise Brown and Tibor Gergely. Lippincott.

Striking pictures in dramatic colors and rhythmic, interpretive text tell the story of stork migration and convey the beauty and power of bird flight. Ages six to eight.

Alphonse, That Bearded One. By Natalie Savage Carlson. Illustrated by Nicolas. Harcourt, Brace.

Diverting tall tale about a bear who substitutes for his French-Canadian master as a conscript to fight the Indians. The vigor and humor of the story are mirrored in the illustrations. Ages six to ten.

Blue Canyon Horse. By Ann Nolan Clark. Illustrated by Allan Houser. Viking.

Text and pictures harmoniously capture the beauty of mesa and canyon and the free spirit of the wild in the story of a wild mare and the Indian Boy who loves her. Ages eight to twelve.

Egyptian Adventures. By Olivia E. Coolidge. Illustrated by Joseph Low. Houghton Mifflin.

A remarkable re-creation of another time and place is achieved in these twelve stories depicting the life, customs, and beliefs of people at all social levels in Ancient Egypt. Ages twelve and up.

The Thanksgiving Story. By Alice Dalgliesh. Illustrated by Helen Sewell. Scribner.

The full-color stylized illustrations are in perfect agreement with this simply told story of the Pilgrims from the sailing of the Mayflower to the first Thanksgiving feast. Ages five to nine.

A Bow in the Cloud. By Margherita Fanchiotti. Illustrated by Moyra Leatham. Oxford.

Vivid word pictures, humor, and lifelike characters give a sense of reality to this imaginative yet always reverent story of four children who sought refuge on the ark with Noah's family and the animals. Ages eight to twelve.

Book of Nursery and Mother Goose Rhymes. Compiled and illustrated by Marguerite De Angeli. Doubleday.

A handsome format, comprehensive selection, and lovely illustrations, many in full color, distinguish this inviting book of nursery rhymes. Ages five to eight.

The Giant. By William Pène Du Bois. Illustrated by the author. Viking.

With his inimitable inventiveness, humor, and attention to details the author has set down in story and pictures an extraordinary adventure with an amiable giant eight years old and seven stories high. Ages ten to thirteen.

Lavender's Blue. By Kathleen Lines. Illustrated by Harold Jones. Watts.

The felicitous selection and arrangement, the timeless quality of the pictures, and the fine sense of color and background make this English Mother Goose a book to be cherished. Ages six to eight.

The Happy Lion. By Louise Fatjo. Illustrated by Roger Duvoisin. Whittlesey.

In a gay and flavorsome picture book an affable lion in a French zoo strolls into town to repay the calls of his visitors and is puzzled by their strange behavior. Ages six to eight.

The Birthday. By Hans Fischer. Illustrated by the author. Harcourt, Brace.

An endearing picture book story of a gala birthday celebration arranged by the farm animals for their mistress, old Lisette. The Swiss artist's pictures are rich in design, color, and detail. Ages four to eight.

The Adventures of Rama. By Joseph Gaer. Illustrated by Randy Monk. Little, Brown.

The story of the great Hindu epic *Ramayana* retold, with fidelity and spirit. Effective illustrations. Ages thirteen to sixteen.

Impunity Jane. By Rumer Godden. Illustrated by Adrienne Adams. Viking.

After being confined to a bead cushion in a doll house for fifty years an adventure-craving London pocket doll becomes the mascot of a lively boy. Written and illustrated with charm and affection. Ages eight to eleven.

The Silver Curlew. By Eleanor Farjeon. Illustrated by Ernest H. Shepard. Viking.

The old folk tale of Tom Tit Tot has been expanded into an enchanting book-length story by the poetic and fanciful embroidering of characters, plot, and setting. The illustrations are as captivating as the text. Ages ten to thirteen.

Engineers' Dreams. By Willy Ley. Illustrated by the author and Isami Kashiwagi. Viking.

A comprehensible and challenging discussion of great engineering projects, feasible but as yet unexecuted. High school.

Tales of Christophilos. By Joice Mary Nankivell. Illustrated by Panos Ghikas. Houghton Mifflin.

Stories of a young Greek goatherd and his village told with a simplicity and naturalness that match the character and life of the people. Ages nine to thirteen.

Cinderella. By Charles Perrault. Translated and illustrated by Marcia Brown. Scribner.

An old favorite freely and admirably translated and illustrated with appropriate delicacy and grace. Ages six to ten.

Wonders of the Human Body. By Anthony Ravielli. Illustrated by the author. Viking.

A fresh and fascinating introduction to anatomy presented in lucid, highly readable text and unique drawings that are both imaginative and anatomically accurate. Ages ten to thirteen.

Anansi, the Spider Man. By Philip Manderson Sherlock. Illustrated by Marcia Brown. Crowell.

Authentic Jamaican folk tales skillfully narrated for American children and illustrated with humorous and imaginative drawings that exactly suit the stories. Ages nine to twelve.

The Animal Frolic. By Toba Sojo. Putnam.

A masterpiece of Japanese art ingeniously and beautifully reproduced from the original twelfth century scroll into picture book form. Ages five and up.

Banner in the Sky. By James Ramsey Ullman. Lippincott.

Courage, heroism, and the powerful lure of insurmountable heights are forcefully portrayed in a gripping story of a boy who proves himself the true son of an Alpine guide by conquering the unclimbed Citadel. Ages thirteen to fifteen.

Plenty to Watch. By Mistu and Taro Yashima. Viking.

Childhood impressions of the sights, sounds, and smells encountered by homeward-bound school children of a Japanese village are recalled in brief text and pictures that are full of life and luminous colors. All ages.

IMPORTANT NEW BOOKS FOR TEACHERS AND SUPERVISORS

Language Arts for Today's Children. Prepared by the Commission on the English Curriculum of the National Council of Teachers of English. 35 West 32nd Street, New York 1, New York: Appleton-Century-Crofts, Inc., 1954. Pp. 424. \$3.75.

This is a committee-prepared report on what the facts of child growth and development imply for the elementary-school language-arts curriculum. Many of the implications conflict with much tradition-bound thinking: the enlightened teacher thinks in terms of continuity of growth rather than in terms of grade placement; building a program around the child's immediate interests is intelligent teaching—not "toadying" to children's whims; teaching what a child is not ready to learn is largely wasted effort; little or no writing practice on drill material is to be handed in and graded—all written work should be a constant teaching-learning situation. Each of the four facets of the language arts—reading, writing, speaking, and listening—receives detailed treatment. Among the committee's statements on reading are that word attack involves a

variety of methods—phonics is only one; if pupils do not bring experience to a reading selection, empty verbalism results. Rightly frowned upon is the boring but time-honored oral reading procedure of pupils taking turns reading paragraphs. "Material to be read aloud should be completely familiar to the reader and new to the listeners."

The book abounds in specifics: recommendations; reading-selection references; and reports of the better current practices. While the current practices cited seem to take place under favorable, if not ideal, school conditions, many of these practices may be modified to suit different situations. As a whole the report shows that the language-arts curriculum has within its scope the resources to provide each learner with a rich program suited to his interests and needs; and that this area of learning is second to no other in what it has to offer to today's children. M. F.

Approaches to an Understanding of World Affairs. Edited by Howard R. Anderson. 1201 Sixteenth Street,

N. W., Washington 6, D. C.: The National Council for the Social Studies, 1954. Pp. 478. Paperbound, \$3.50. Cloth, \$4.00.

Here is an invaluable book for orientation of the high school and college teacher. In survey form it presents the entire panorama of things domestic and international in thirty-two competently written chapters. Their authors are men distinguished in their respective fields. The volume is divided into three parts. The first outlines in eighty-two pages the bases of contemporary world tensions and suggests some efforts being made towards their solution. The second portion is devoted to cultural, economic, and political regional studies of the two hemispheres. Part three deals with suggestions for teachers in providing an understanding of world affairs from the elementary school to the junior college and discusses the manner by which international questions and the UNESCO are treated in the schools of other countries. J. C.

Workshops for the World. By Graham Beckel. 404 Fourth Avenue, New York 16, New York: Abelard-Schuman, Inc., 1954. Pp. 313. \$4.00.

The *Workshops* presents an overview of the operations of more than a dozen of the specialized agencies of the United Nations. The structure of these organizations and the mechanics by which each functions are explained in a language understandable to the high school student and brighter pupils in the last two grades of the elementary school. The text is accompanied by a large number of pertinent illustrations. This book should find its way into all school libraries not only as a guide to the activities of the U. N.'s specialized agencies but also as a record of the manner by which solutions to technical, cultural, political, and social problems dominating the world scene are found through cooperation, trust, and mutual understanding among nations. J. C.

American Public Education. Second Edition. By Calvin Grieder and Stephen Romine. 15 East 26th Street, New York 10, New York: The Ronald Press Company, 1955. Pp. 412. \$4.75.

The new, rewritten edition incorporates the basic features of the original 1948 volume and introduces additional textual material. In the revised chapters the educational statistics have been brought up to date. Content has been reorganized and an annotated bibliography has been appended to each chapter. New chapters, "What is Education?" and "The School in the American Social Order," make the current edition a more satisfactory survey of American public education. Underlying the book is the authors' thesis that the school as society's "service agency" has the obligation to improve living for all and to transmit social heritage. The revised edition should rank very high among the growing list of introductory texts in American public education. J. M. B.

Treasury of Philosophy. Edited by Dagobert D. Runes. 15 East 40th Street, New York 16, New York: Philosophical Library, 1955. Pp. 1257. \$15.

This anthology, containing selections from the works of nearly four hundred philosophers and other thought-influencers, features much material in English translation for the first time. The main philosophical currents in the thought of mankind run through the well-chosen, representative excerpts. What makes the volume doubly valuable is the addition of biographical sketches by the editor, prefacing each of the philosophical writings. By and large, the publication is designed primarily as a reference guide. Although alphabetical order rather than topical content is the basis for textual organization, this format does not deny the reader a satisfying adventure. J. M. B.

The Teacher-Pupil Relationship. By Robert Nelson Bush. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1954. Pp. 245. \$3.95.

This book is based on the premise that teaching is essentially a problem in human relationships. The use of the case-study method is demonstrated in the study of these relationships. The volume is actually a report of work done in the field of teacher-pupil relationships during the first ten-year period of the Stanford investigations. The descriptive studies, case records, findings, and recommendations will be helpful and inspirational for school in-service programs, guidance and personnel workers, teachers and administrators. E. S. E.

Schools in Transition. Edited by Robin M. Williams, Jr. and Margaret W. Ryan. Box 510, Chapel Hill, North Carolina: The University of North Carolina Press, 1954. Pp. 264. \$3.00.

This is a series of authoritative reports on the recent desegregation of twenty-four bi-racial public schools in the states bordering the South. The authors summarize the main findings of research teams which were sent to communities that had lately experienced the transition from segregated to integrated schools. Written in the language of the layman, the study should help to promote the general understanding of an important problem in contemporary America. In the concluding pages the writers prophesy that the ultimate goal of educational integration will be realized within a generation but the course of the struggle to attain the democratic ideal of equality of opportunity in education appears long and arduous. Only time will tell whether or not they have been too optimistic in their views. J. M. B.

Public Education Under Criticism. Edited by C. Winfield Scott and Clyde M. Hill. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1954. Pp. 404. \$4.75.

Over one hundred articles and excerpts from lay and professional journals are presented in this anthology. The reprinted materials span a fifteen-year period from 1940 to 1954, but approximately two-thirds of the selections have been culled from the literature of 1951 and 1952. The volume is intended to familiarize educators and laymen with representative criticisms of public education and to propose ways and means of handling them. Following an introductory chapter, the readings, free of editorial comment, are grouped in three sections: areas of major criticisms, analysis and evaluation of educational criticisms, and defense against attacks upon public schools. The final chapter represents the conclusions of the editors and their generalizations and suggestions for effectuating an agreement on pending issues in public education. Needless to say the "unfriendly" critic, both the sincere and the one who well might be labelled the "consider-the-source" type, will discover pro-public education bias in the stated views of the editors. The volume should find an appreciative audience among those interested in promoting a greater understanding of the goals of American public education and a closer agreement on how to attain them. Perhaps the chief value of this work consists in the opportunity it presents for the orientation of those who are preparing to become teachers. J. M. B.

Inter-group Education. By Lloyd and Elaine Cook. 330 West 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1954. Pp. 384. \$5.50.

This volume is particularly useful as an overview of relevant research and thought. It illustrates the wide range of problems in this field, raises questions, and directs the reader to pertinent references which, though selected, are excellent. It is direct in its approach and should serve as an excellent text for a human relations course at the seminar level. C. M. B.

Measurement and Evaluation in the Secondary School. By Harry A. Greene, Albert N. Jorgensen, and J. Raymond Gerberich. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1954. Pp. 664. \$5.00.

This is a very well-written and comprehensive text on testing at the high school level. The early part of the book is devoted to the basic principles of measurement and evaluation, the characteristics and uses of tests of various types, while later chapters are concerned with evaluation in the different high school subject fields. Especially noteworthy in each of these chapters is the presentation of objectives for each field, since objectives should of course be the basis for the selection of standardized tests or the construction of teacher-made tests. The text should be of great value in the training of high school teachers and to high school instructors interested in improving evaluation of the achievements of their students. M. D. E.

Improving the Supervision of Instruction. By Harold Spears. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1953. Pp. 463. \$4.75.

This is a survey treatment of supervision, its history and development, and its desirable characteristics. All situations are considered, from subject matter supervision in the elementary classroom to the responsibility of states for the function. Principles, techniques, current practices, tables, and charts are presented to enable the reader, in terms of a background of knowledge of present day trends and his own beliefs, to formulate a functional philosophy of supervision. One particularly fine short chapter, "The Human Touch," because of its realistic treatment of the group process, will provide excellent direction to either the recently initiated or the experienced supervisor. R. A. G.

Elementary School Organization and Administration. Third Edition. By Henry J. Otto. 35 West 32nd Street, New York 1, New York: Appleton-Century-Crofts, Inc., 1954. Pp. 714. \$5.50.

The administrator seeking a reference point, the teacher desiring a broader view of his place within the profession, or the layman searching for an understanding of the administration and organization of the elementary schools will find in this book a clear and logical consideration of the greater number of problems of the elementary school. This comprehensive text is liberally supplied with authenticating footnotes, a bibliography following each chapter, approximately one hundred tables and descriptive figures, an appendix, and in addition to a table of contents, an index. The rationale is topical and forward looking. R. A. G.

Guiding Arithmetic Learning. By John R. Clark and Laura K. Eads. 313 Park Hill, Yonkers-on-Hudson 5, New York: World Book Company, 1954. Pp. 270. \$3.50.

Throughout this book emphasis is placed on encouraging the child to think through an arithmetic problem in as many ways as he can, building upon what he already knows to find facts he does not know. After the child has had opportunity to estimate, to try his own various solutions, the teacher shows him the accepted standard way for working the problem. The authors suggest possible classroom activities which will develop certain concepts and describe actual procedures which some teachers have used. The developmental arithmetic program presented does not assign any particular activity to any particular grade level. Instead, the teacher is expected to choose procedures and concepts to be developed in terms of the maturity of the children in her class. This book is based soundly upon what is known about effective learning. M. G. H.

Educating Children in Grades Seven and Eight. By Gertrude M. Lewis. U. S. Government Printing Office, Washington 25, D. C.: Superintendent of Documents, 1954. Pp. 99. 35 cents.

This pamphlet begins with a report on the results of research into characteristics and needs of the children commonly found in grades seven and eight. Some of the elements of desirable educational programs for this age group are suggested. Included in this study are reports of some of the better practices in the education of seventh and eighth grade children actually observed in schools throughout the country. Worthwhile methods for meeting the needs of children of these ages in their steady growth toward maturity are presented. P. J.

Counseling With Parents in Early Childhood Education. By Edith M. Leonard, Dorothy D. VanDeman, and Lillian E. Miles. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1954. Pp. 318. \$3.75.

Once the reader is accustomed to the organization of this book and to its first-person account, he will be held by its verisimilitude and its content. In this ideal program of parent conferences realities of minor, practical methods of enlisting parental interest not only offset but outweigh its unobstructed and ambitious success. All teachers will get useful ideas and new insights for their conferences with parents of "their" children from this book. B. B. P.

Mental Health in Education. By Henry Clay Lindgren. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1954. Pp. 549. \$4.75.

As a presentation of the growth of the child's thinking and behavior pattern this book does a good job. Quotations from experts are apt; cases cited are interesting and to the point. The place of the parent, the teacher, the peer-group, and the child himself in building his self-perception are all dealt with in good sequence. However there is occasionally too much generalizing from too little evidence, and there is no adequate discussion of the varying theories underlying prophylaxis and therapy. R. B. K.

The Book of Games for Boys and Girls. By Evelynne Borst. Illustrated by Lincoln H. Reid. 232 Madison Avenue, New York 16, New York: A. S. Barnes and Company, 1953. Pp. 277. \$3.50.

This is an excellent reference book for the reader who does not have professional preparation in the recreation field. Consideration is given to age interests, selection of suitable games, presentation of materials, and development of pupil leaders. An interesting feature is the presentation of games for particular seasons and holidays. Bits of fact and fiction about the games give them color and reality. G. B.

Education of Mentally Handicapped Children. By J. E. Wallin. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1955. Pp. 455. \$4.50.

Dr. Wallin has been active in the diagnosis, treatment, and education of mentally handicapped children for half a century. Three dozen references to his own writings attest to the clarity and vigor of his reasoning. This volume, then, is a distillation of both quality and quantity in years of experience. It is easy to read and will be treasured by all who are interested in this special field. However, it is designed for teachers and administrators who actually spend more time with mentally handicapped children than do the specialists. It is well indexed and the dozens of selected references for further reading following each chapter should make it a valuable college text. J. C. G.

The Administration of Physical Education for Schools and Colleges. By William Leonard Hughes and Esther French. 232 Madison Avenue, New York 16, New York: A. S. Barnes and Company, 1954. Pp. 372. \$4.50.

This is a comprehensive book on administrative problems of all phases and at all levels of the physical education program. At the end of each chapter there is a summary, a list of thought provoking questions, and a list of selected references with a statement about the content of each reference. Many sample record forms are shown. A very useful book for an administrator or a physical education teacher.

L. C. R.

Industrial Pensions. By Charles L. Dearing. 722 Jackson Place, N. W., Washington 6, D. C.: Brookings Institution, 1954. Pp. 305. \$3.75.

Here the industrial pension movement is lucidly described, keenly analyzed, and ably appraised. All the major problems involved, save those of actual operation of pension funds, are subjected to comprehensive exposition. Present in this work are helpful explorations of the chief forces involved, the main issues raised, the significant implications projected, the central interests contained, the differentials of coverage practiced, and the financial obligations entailed.

C. W. P.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Lost Continents. By L. Sprague de Camp. 80 East 11th Street, New York 3, New York: Gnome Press, Inc., 1954. Pp. 345. \$5.00.

Though he is rather reluctant to admit it, L. Sprague de Camp has produced for the general reader a definitive work on the fabled island of Atlantis. In an earnest effort to write a survey of the interest and speculation which the "lost continent" elicited, he traces the record from Plato to our own time. *Lost Continents* is both enlightening and entertaining. The author possesses a style of writing with occasional snatches of humor, which makes an already fascinating subject even more attractive. The appendix contains original source materials dealing with the theories of Atlantis, a list of interpreters of Plato's Atlantis, and an exhaustive bibliography. The book is suitable reading for upper classmen in the high school and for college students. It should also appeal to the intelligent adult reader.

J. C.

Biology and World Health. By Madeleine P. Grant. Illustrated by Bunji Tagawa. 404 Fourth Avenue, New York 16, New York: Abelard-Schuman, Inc., 1955. Pp. 193. \$3.50.

This book, which is not a textbook, links the basic facts of biology to health in such a manner that any layman or teenager can read and understand it with profit. After introductory chapters on biology and the various organisms affecting personal health, the author discusses community and world health. The work of the World Health Organization, a product of the United Nations, is discussed in some detail. The book should be in every high school and college biology laboratory.

O. V. M.

Our World through the Ages. Second Printing. By Nathaniel Platt and Muriel Jean Drummond. 70 Fifth Avenue, New York 11, New York: Prentice Hall, 1955. Pp. 684. \$4.48.

Here is a fine book. Wisely, the authors devote its major portion to modern times, focusing attention on those forces which have spun the warp and woof of our times and which provide stimulating and interesting

The Art of Wood Turning. Completely revised. By William W. Klenke. 237 North Monroe Street, Peoria 3, Illinois: Charles A. Bennett Company, Inc., 1954. Pp. 186. \$3.85.

The beginning home craftsman will welcome Klenke's hints and instructions on simple wood turning and on the care, sharpening, and proper use of lathe tools. The advanced turner will find numerous well-designed plans for the more intricate work involved in making furniture for home use or profitable sale. Paging through the book, the reader will discover a challenge in face plate, arbor, and spiral turnings. Beautiful and lasting finishes are detailed for the completion of many attractive projects. Woodshops, general shops, and industrial arts laboratories should add this new Klenke edition to their library shelves.

F. O. A.

Dance Composition and Production for High Schools and Colleges. By Elizabeth R. Hayes. Illustrated by Ann Mathews. 232 Madison Avenue, New York 16, New York: A. S. Barnes and Company, 1955. Pp. 206. \$4.00.

In this intelligent and informative text, the modern dance field is clearly analyzed. The illustrations and suggested problems are practical and useful. For the teacher who lacks the approach to creative work, to composition and choreography, this will be invaluable. Original music is provided for some of the studies.

G. B.

reading. Pedagogically quite superior, the book makes use of such things as unit divisions, variety of learning activities, lucid illustrations and maps, pronouncing guides, and materials providing for individual differences in the typical group of high school students.

J. C.

Cues for Careers. By Judith Unger Scott. Illustrated by Ruth K. Macrae. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1954. Pp. 247. \$2.75.

In this book practically every career open to young women is analyzed in terms of special talents needed, background of education necessary for success, and satisfactions to be derived from it. Opportunities in the field of home economics, in business education, and in the arts and sciences are presented in detail. Since for many girls high school education is terminal education, the book should be read and studied early in the high school period. And because high school education is terminal for many, a more thorough analysis of career possibilities for high school graduates would make the book more far-reaching in its services. An excellent book for use in careers classes.

T. O'S.

The Territorial Possessions of the United States. By Mabelle Clark Snead. Illustrated by Rodman E. Snead. 120 West 31st Street, New York 1, New York: Vantage Press, Inc., 1954. Pp. 53. \$2.00.

This is a brief summary of the history and the physical and cultural resources of United States territories in the Pacific Ocean and the Caribbean Sea. Organized as an imaginary journey, the story takes the reader from one location to the next via airplane. The language is simple and easy to understand, and each possession is sketched to show location and a few of the major products. A short bibliography concludes the work. Although published recently, many of the statistics are outdated and need immediate revision. The volume is suitable for social studies classes in the upper elementary grades and the junior high school.

V. B.

Your Dating Days. By Paul H. Landis. 330 West 42nd Street, New York 36, New York: Whittlesey House, 1954. Pp. 152. \$2.50.

Factors entering into successful marriage and family living make up the contents of this book. The first sections are devoted to the intangible relations that exist between boys and girls during the dating periods. Questions of when to date, how to date, personality needs and dating, and the age relationship for satisfactory marriage are discussed in detail. Problems that must be faced and handled with intelligence if marriage is to be successful are presented with honesty and clarity in the second sections. These include problems concerning disparities in age, in educational opportunities, in social status, and in religion. Money management and the problems involved in working wives and mothers are given due consideration. Finally, a study of the tensions which arise in all human relations, not excepting family relationships, points up the importance of unselfishness on the part of all parties involved in the marriage if emotional security is to be achieved. T. O'S.

Teenagers. By Gladys Jenkins, William Bauer, and Helen Shacter. 433 East Erie Street, Chicago 11, Illinois: Scott, Foresman and Company, 1954. Pp. 281. \$3.60.

Written to help girls and boys make normal, healthy adjustments to some of the everyday problems which confront teenagers, this book analyzes the problems as they relate to personality development, social living, body growth and care, relationships in the family, and future plans of young people. Each of the five sections is approached in a manner of special interest to girls and boys of teenage. Concrete examples of ways in which the problems which arise may be handled are also presented. In all sections, emphasis is placed on the individual's responsibility to social groups, including friends, family, and the community. Greater emphasis on character building as an important phase of personality development might add to the strength of the book. T. O'S.

Man, Rockets and Space. By Captain Burr W. Leyson. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1954. Pp. 182. \$3.50.

This is a reference source, and a book to be read for pleasure by those high school boys who are interested in the rocket and how it works. Considerable supplementary material concerning the origin of the earth, the structure of the atmosphere, cosmic radiation, and the various problems that must be surmounted in space travel are adequately covered for an introductory book of this nature. The photographs, diagrams, glossary, and index enhance the value of the text. G. E. B.

Hugh Roy Cullen. By Ed Kilman and Theon Wright. Illustrated by Nick Eggenhoffer. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1954. Pp. 369. \$4.00.

Subtitled "A Story of American Opportunity," this biography tells the rags-to-riches story of the Houston, Texas, oil millionaire and philanthropist. The authors give Cullen the idealized and sentimentalized treatment characteristic of campaign biographies. The writing is slick. Much of the dialogue is imaginary. Cullen fought vigorously against federal control of off-shore oil; perhaps the real purpose of the book is to justify the ways of Cullen to the American people. Many drawings and photographs are included. M. F.

Ceiling Unlimited. By Lloyd Morris and Kendall Smith. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1953. Pp. 417. \$6.50.

This is a history of American aviation for high school readers. In scope, beginning with the Wrights,

the history brings the reader to the present with the spectacular changes that have such portent for the future. A considerable portion of the book deals with the air arm in the two World Wars and the inevitable progress and expansion in war's aftermath. With a wealth of photographs of famous aviators and planes and a detailed index, the work is of some importance for reference and as a book of leisure reading for the air-minded. G. E. B.

We Came to America. Selected and edited by Frances Cavanah. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1954. Pp. 307. \$3.50.

In Frances Cavanah's anthology for young adults, American youth cannot fail to get a clearer understanding of the unique role of their nation in the life of the world. The moving personal stories of those who came to its shores through many years and from many lands, all seeking the "inalienable rights" of free men, should stimulate greater appreciation among those who have inherited such privileges. Young readers will find in these pages an America which has drawn strength and beauty from the various strains which have enriched its growth. M. E. C.

The Foreigner. By Gladys Malvern. Illustrated by Corinne Malvern. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1954. Pp. 214. \$2.75.

Against a background of ancient traditions in creed and caste, in social mores and family customs, enriched by colorful details of daily living, the biblical story of Ruth comes to life for boys and girls of today. It is truly a story of love, the ardent love of youth, the deep devotion of a young girl for a woman with an understanding heart, and the mature, enduring love of a husband and wife under whose friendly roof the "foreigner" finds herself at home. Ages twelve to sixteen. M. E. C.

Your Trip Into Space. By Lynn Poole. Illustrated by Clifford Geary. 330 West 42nd Street, New York 36, New York: Whittlesey House, 1953. Pp. 224. \$2.75.

The producer of the Johns Hopkins TV Science Review, an outstanding educational television program, has written an authoritative and interesting account of the present state and future possibilities of space travel. A considerable part of the material concerns the projected "space stations" and a future trip to the moon. Well written and having a wide interest span, this non-fiction book should appeal to science fiction devotees of the upper grades and high school. G. E. B.

Ginger's Cave. By Frances Williams Brown. Illustrated by Tom Two Arrows. 404 Fourth Avenue, New York 16, New York: Abelard-Schuman, Inc., 1954. Pp. 182. \$2.50.

Because of their father's illness, David and Marjorie Starr moved from Philadelphia to a place in the wastelands of Arizona. There the family's dog, Ginger, led the children to a cave which in turn led to the discovery of a buried settlement of prehistoric Basket Maker Indians. A newly-married couple, both archaeologists, guide the children through a preliminary survey of the find. Much fascinating archaeological lore is thus set forth. The writing is clear and clean cut; the ending is harmlessly improbable. Some attempts at academic humor won't be appreciated by fifth to eighth graders. M. F.

Mister Shortstop. By Duane Decker. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1954. Pp. 185. \$2.50.

Toward the end of his fourth season in the majors, the famous Blue Sox bought Andy Pearson to serve as

a stopgap infielder. The breaks of big-league baseball had not given Andy the opportunity to display the full measure of his abilities. At the beginning of his fifth season, a flashy shortstop from the minors edged Andy out of the starting lineup. The Sox management finally recognized Andy's qualities when it was apparent that, unlike Andy, the new shortstop could not produce results under pressure. The idea that solid accomplishment will inevitably be recognized is the developmental value the book seeks to foster. For baseball-minded boys in grades six to ten. M. F.

While the Crowd Cheers. By David C. Cooke. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 186. \$2.50.

This is a collection of seven fast-moving sports stories. An element of personal animosity is at the core of each story. The plots are resolved through improbabilities: a college football star establishes his eligibility to play by taking an oral examination in the grandstand while the game is in progress; he then enters the game and wins it. A pitcher finds that his sore arm has suddenly recovered during a crucial part of the game. Stars of a professional basketball team desert the team at half time; they return late in the game to win it. Too sensational to be recommended. M. F.

Epics of the Western World. By Arthur E. Hutson and Patricia McCoy. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1954. Pp. 497. \$5.50.

This is a retelling in brief of the stories of the great European epics. The digests, which run from fifteen pages in *Beowulf* to ninety pages in *The Odyssey*, are written in good, vigorous prose which at times conveys much of the tone of the original poems. H. W.

True Adventures of Doctors. By Rhoda Truax. Illustrated by Paul Galdone. 34 Beacon Street, Boston 6, Massachusetts: Little, Brown and Company, 1954. Pp. 216. \$2.75.

Here are conversational and story-like accounts of famous men who have aided the cause of medical progress. Beginning with the sixteenth century the fourteen stories continue to modern times with an account of the war against polio. Because of the subject matter involved, many of the stories have a certain bizarre quality about them which may tend to attract young readers in search of the unusual. G. E. B.

Adventures of Don Quixote-De La Mancha. Written by Miguel De Cervantes. Illustrated by W. Heath Robinson. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1953. Pp. 371. \$2.95.

A fine addition to the series *Children's Illustrated Classics* is this smartly edited version of the Spanish masterpiece. For young readers the wealth of incident and the diverse incongruities can be highly entertaining. The panorama of sixteenth-century life can prove informative, and the genial humanity of Cervantes can deepen insights. The cloth-bound volume is divertingly illustrated and pleasing in format. I. M. K.

Black Renegade. By Dana Faralla. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1954. Pp. 223. \$3.00.

This is the story of Black Lightning, the horse that was the symbol of evil personified, and of the faith that the young boy, Kevin Fitzgerald, held for his future. But ill fortune follows the black renegade and he must be destroyed. The horse leaves a promising foal, however, that lessens the impact of loss for the boy. A well told story with the theme of learning acceptance. G. E. B.

Rinehart Editions Series. 232 Madison Avenue, New York 16, New York: Rinehart and Company, 1954.

The Master of Ballantrae. By Robert Louis Stevenson. Introduction by Leslie A. Fiedler. Pp. 273. 75 cents.

One of three quality paper-backs intended for college or adult readers is this edition of Stevenson's most pretentious work of fiction, with a helpful introductory commentary.

The Canterbury Tales. By Geoffrey Chaucer. Translated into modern English prose by R. M. Lumiansky. Pp. 482. 95 cents.

Chaucer's masterpiece translated into contemporary colloquial English is another in the series. For comparative purposes the Prologue is included in the volume in its original Middle English. Any great work suffers translation, but this rendition sacrifices too much of Chaucer's artistry for the sake of expediting mere acquaintance with the story content of the tales.

Main-Traveled Roads. By Hamlin Garland. Introduction by Thomas A. Bledsoe. Pp. 185. 75 cents.

Sensitive to the beauty of the Wisconsin hills, of the Dakota prairies, Garland was equally aware of the drudgery and the uncertainty of life of the Middle Border. The six short stories of this volume constitute a record of mud, sweat, and tears in the daily round of our pioneers, but a record revealing always an abiding sense of individual responsibility. Here is epic struggle against the greed of speculators, against the plague of grasshoppers, against embittering social injustice. The introduction serves as a study-aid for the secondary-school reader. I. M. K.

Basic Ballet. By William Walters English. 457 Madison Avenue, New York 22, New York: Random House, 1954. Pp. 176. \$7.50.

This informative book fills a great need of ballet students, teachers, and dancers. It fully clarifies the fundamentals of ballet practice. The many photographs show the traditional positions which are co-ordinated with records giving beat-by-beat voice calls, thus producing an atmosphere of an actual class. Although the book is limited generally to work at the *barre*, it covers the material in unusual detail. This is an exceptionally fine supplement to a ballet class. B. M.

Project Text for Public Speaking. By Clark S. Carlile. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1953. Pp. 190. \$2.50.

In this text the basic principles of public speaking evolve through a series of closely planned projects which lead the student into varied speech situations and suggest methods of preparation and standards of delivery. A discussion of the problems he will face and the steps he must take in a wide range of speeches help the thoughtful student to build a philosophy of oral communication which should lead him to measurable growth. Charts for use in speech criticism should be useful in building appreciation of other speakers, and a bibliography of speech texts extend the possibilities for further guidance. The organization of the book implies frequent meetings and fairly mature students. L. G.

Adventures in Living. By Marian Lovrien, Herbert Potell, and Prudence Bostwick. 383 Madison Avenue, New York 17, New York: Harcourt, Brace and Company, 1955. Pp. 622. \$3.76.

Those who are looking for a tenth-grade anthology of worthwhile literature for boys and girls who find reading difficult will appreciate this "second track" vol-

ume in a two-track series. Emphasizing pre-reading hints and vocabulary adaptation, the authors have demonstrated that selections of enduring value can be presented to non-academic students in meaningful and entertaining experience units. Colorful illustrations from a lively variety of sources should lure even the reluctant reader to sample the fare, which includes time-tested classics as well as current riches E. DeV.

Let's Drive Right. By Maxwell Halsey. Illustrated by Robert Burrus. 433 East Erie Street, Chicago 11, Illinois: Scott, Foresman and Company, 1954. Pp. 478. \$3.48.

This is an excellent text book for courses in driver education, one of the most comprehensive yet written on the subject. In addition to driving, such topics as highways, the mechanics of an automobile, how to buy a car, emotional factors affecting driving, and the future of motoring are discussed. The book is well organized for teaching purposes and contains problems to solve, projects to explore, and topics for discussion at the end of each chapter. The format and illustrations are outstanding. C. H.

Let's Meet the Theatre. By Dorothy and Joseph Samachson. 381 Fourth Avenue, New York 16, New York: Abelard-Schuman, 1954. Pp. 250. \$4.00.

This easily read, well written book helps the reader meet the fascinating theatre world and twenty-five articulate, top-flight personalities through a skillful question and answer interview technique. Contemporary and timeless, it is highly recommended for all drama students, professional and amateur, and playgoers who relish behind the scenes information on the state of the theatre today. R. J. W.

To Hidden Depths. By Philippe Tailliez. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1954. Pp. 188. \$5.00.

This is a fascinating and intimate account of an outstanding group of undersea pioneers. The author graphically describes life as it exists on the ocean floor and gives the history of the Undersea Research Group of the French Navy. Special accounts include the exploration of wrecked ships in the Mediterranean, the filming of undersea motion pictures, the removal of German war mines from harbors, and the descents of the French bathyscope off the west African coast. An excellent book for students of high school age and adults. V. B.

Developing Your Speaking Voice. By Harrison M. Karr. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1953. Pp. 503. \$5.00.

Given the chance, this book will do what the title claims. A developmental program of merit is presented along with exercises and selections for reading; it stresses voice as an extension of personality, covers production and use, and includes a discussion of minor speech irregularities. Motivation within the chapters is excellent. Written in a straightforward style, it may be used in a beginning college class in diction or by an individual at home. R. J. W.

Highway Safety and Driver Education. By Leon Brody and Herbert J. Stack. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1954. Pp. 447. \$4.50.

This college text should be of great value to teacher training institutions or to groups developing curriculum materials as suggestions are given for organizing a high school training program, enlisting community support, securing necessary equipment, and conducting a driver-training program in the classroom. Of particular in-

terest to the teacher is a list of activities and selected references at the conclusion of each chapter. An excellent book. C. H.

Practical Public Speaking. By Eugene E. White and Clair R. Henderlinder. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1954. Pp. 358. \$3.50.

Avoiding ostentation, this book subscribes to the wholesome theory that reason and logic are more vital in communication than are vocal displays or platform pyrotechnics. Seemingly well-written for the more mature student, the emphasis is on formal types of speaking in public. Understandable, practical, vivid, and concise, this book should please extension students and persons interested in logic. R. J. W.

Dressing the Play. How To Do It Series, Number 48. By Norah Lambourne. 381 Fourth Avenue, New York 16, New York: The Studio Publications, Inc., 1954. Pp. 96. \$4.50.

This very brief primer, authored by a British designer, is extraordinarily explained with copious black-and-white photographs of actual processes. The quality of the work is apparent, though unaccountably printed on two grades of paper. Emphasis is on the fabrication of paper maché accessories and jewelry, although fabrics, outlines, basic garment color, and modern costuming are succinctly treated. Excellent for the workshop designer with some experience. R. J. W.

The Art of Good Speech. By James H. McBurney and Ernest J. Wraga. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1953. Pp. 565. \$6.00.

Here is a very sensible approach to the role of speech in a free society. Intelligent, modern, witty, stimulating, and detailed, this rather lengthy book provides a fund of working knowledge of the principles that underlie good speech for all occasions. Methods and types of speaking are thoroughly covered. Filled with examples, cartoons, comments, and readings, it commands the respect of students of speech everywhere. Most suitable for beginning and advanced college courses. R. J. W.

Pulling Strings. By Madeleine N. Myers. Illustrated by Adrienne Adams. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1954. Pp. 228. \$2.50.

Pulling Strings is an interesting story of a girl's difficulty in adjusting to family life after being away for four years at college, and of her need for vocational guidance. Eventually she succeeds in finding work in the costume department of a television studio. The constant hurry, exacting demands, and fascination of the work are realistically described. The characters are well drawn; a romance lends interest; and the vocational opportunities and educational value of television are suggested. B. B. R.

Jane Cameron, Schoolmarm. By Rita G. Brady. Illustrated by Genia. 381 Fourth Avenue, New York 16, New York: Abelard-Schuman, Inc., 1954. Pp. 203. \$2.50.

This is an interesting story of a young woman's first year of teaching in a small town. There is a little excellent instruction in teaching and a good picture of an idealistic teacher. However, there is more space devoted to her social service in the community than to her work in the classroom. The critical attitude of the small town toward the new teacher is brought out. The appreciation of her students is rewarding; a romance lends interest. B. B. R.

The Adventures of Rama. By Joseph Gaer. Illustrated by Randy Monk. 34 Beacon Street, Boston 6, Massachusetts: Little Brown and Company, 1954. Pp. 197. \$3.00.

Joseph Gaer has produced a masterpiece of condensation in his fine prose version of the ancient Hindu epic, *Ramayana*. Springing from a vast body of the folklore of India, it deals with the miraculous deeds of mortals and of gods, the hatreds and the loves, the intrigues and the loyalties of men, preserving the heroic style and spirit of the original poem. Good readers of junior high school level will enjoy this stirring tale. M. E. C.

An Anthology of Greek Drama. Edited by Charles Alexander Robinson, Jr. 232 Madison Avenue, New York 16, New York: Rinehart and Company, Inc., 1954. Pp. 398. 95 cents.

The nine plays here presented include seven tragedies and two comedies from the surviving work of the four great Greek dramatists. They illustrate themes and reflections from the full sweep of ancient drama, and might well furnish the readings for a major segment of a course in world literature. The translations preserve the lofty note of the classic style within the idiom of the modern reader, and the print is admirably clear and

well spaced. Editorial machinery is completely absent except for an introduction which supplies an effective background for a study of the plays. L. G.

I Know A City. By Katherine B. Shippen. Illustrated by Robin King. 18 East 48th Street, New York 17, New York: The Viking Press, 1954. Pp. 187. \$2.75.

This is a very readable history of the city of New York from its earliest Dutch beginnings to the present day. Thoroughly documented, the book describes the vast problems that have confronted the city since its founding: housing, lighting, water supply, fire and police protection, merchandising of food, transportation, and recreational and cultural needs. This intimate history of a great city also becomes a faithful account of the fundamental needs of the people. The theme of the inevitability of progress and a richer, fuller life for all is accentuated and well drawn. G. E. B.

Time In Your Life. By Irving Adler. Illustrated by Ruth Adler. 210 Madison Avenue, New York 16, New York: The John Day Company, Inc., 1955. Pp. 127. \$2.75.

The contents of this book, covering a multitude of formulas for the measuring of time, is good adult reading. Primarily for the student of elementary physics. Well illustrated. J. F. E.

FOR YOUNGER CHILDREN

The Wheel on the School. By Meindert DeJong. Illustrated by Maurice Sendak. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1954. Pp. 298. \$2.75.

The "impossibly impossible" comes true when the children of a little Dutch fishing village wonder so hard that things really begin to happen. The little village of Shora has had no storks nesting on its rooftops for many years. The plot of this delightful story centers around the means of bringing them back once again. The author's finest work to date is well structured, with an exciting plot, a universal theme of faith and courage, excellent characterization, and an earthy humor that is often tinged with the eternal note of sadness. For the upper grades. Winner of the Newbery Award for 1954. G. E. B.

Ricardo's White Horse. By Alice Geer Kelsey. Illustrated by Joseph W. Hopkins. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1954. Pp. 179. \$2.75.

The devotion of a twelve-year-old boy for his horse, a devotion which won the high-spirited little mare with kindness and tamed her with patience, is the theme of a stirring story of love and courage. By the magic of arm-chair travel young readers will visit the gay, warm-hearted Manueto family in Puerto Rico. The sprinkling of familiar Spanish phrases, the printing of the words and music of several folk songs, and a helpful glossary will introduce North American boys and girls to the musical language of their neighbors across the border. M. E. C.

Switch on the Night. By Ray Bradbury. Illustrated by Madeleine Gekiere. 33 Sixth Avenue, New York 14, New York: Pantheon Books, Inc., 1955. Unp. \$2.50.

This story of a little boy who didn't like the night, but was led to enjoy its fascinating sights and sounds, is charmingly written for children of three to six. There is delightful repetition and opportunity for vocabulary growth. Many teachers will feel that the style of illustration is unfortunate in that the pictures are small and in some cases grotesque and meaningless. A more realistic, colorful interpretation would add greatly to child appeal. R. H. D.

The Expandable Browns. By Adèle and Cateau De Leeuw. Illustrated by Don Sibley. 34 Beacon Street, Boston 6, Massachusetts: Little, Brown and Company, 1955. Pp. 147. \$2.75.

Almost too good to be true is the happy Brown family, where parental patience is inexhaustible, every child's need meets with understanding, and the inescapable tensions of daily living are quickly ironed out. Certainly it presents to youngsters a perfect picture of good family living. The big old-fashioned house and its hospitable garden expand to take into their sympathetic embrace a lost pup, a stray kitten, a hutch of rabbits, a needy neighbor, a visiting relative, the spoiled child next door, and all the children of the neighborhood. M. E. C.

Spindleshanks. By Gertrude Robinson. Illustrated by Peter Burchard. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1954. Pp. 187. \$3.00.

A fifteen-year-old patriot proves an able substitute when his father, a secret agent in Washington's army, is incapacitated. Cal's adventures begin when he delays the King's fleet. Courage, determination, and a deep feeling for his country give the youth strength to carry out his assignment aboard an English prison ship. Excitement and suspense are woven into the plot as Cal succeeds in outwitting the British patrol and in bringing important information to General Stark. A well-written, credible story of an important period in our nation which should appeal to junior high school boys and girls. K. O'S.

One Against the Sea. By Betty Morgan Bowen. Illustrated by Arthur Marokvia. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1954. Pp. 214. \$2.75.

A well-written story of the adjustment of a young boy to the death of his mother and to leaving America to take up a new life with his grandmother in England. Filled with a love of boats and the sea, the author creates a marine setting that comes alive with an excellent plot and fine characterization. An exciting style that creates various moods for various situations adds to the accomplishment. A book of some significance. For ages twelve to fourteen. G. E. B.

Dangerous Duty. By Sidney Herschel Small. Illustrated by Rus Anderson. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1954. Pp. 218. \$3.00.

A stirring account of Commodore Perry's mission to Japan is told in this story of adventure. Johnny Craig, the ship's boy, plays a major role in an historical event and proves himself worthy of the Commodore's trust. A strange new world is opened to Johnny when an unexpected incident forces him to remain on the island. His friendship with the young Japanese prince has happy results. Action, suspense, and a vivid description of the habits and customs of "old" Japan make this book worthwhile. For junior high school level. K. O'S.

True Adventures of Railroaders. By David Morgan. Illustrated by W. A. Akin, Jr. 34 Beacon Street, Boston 6, Massachusetts: Little, Brown and Company, 1954. Pp. 209. \$2.75.

A railroad's part in achieving the ambition of a boy who wanted to be an engineer—Casey Jones; a man who developed Florida with his railroad—Henry Flagler; and a Civil War spy story which involved the daring theft of an engine are some of the short stories on railroading which might capture a boy's imagination. The material is well-adapted to the junior high school level. G. O'M.

The Horn That Stopped the Band. By Arthur H. Parsons, Jr. Illustrated by Lynd Ward. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1954. Unp. \$2.50.

Phloof! What music?! Terry had an unusual problem with his French horn which even the leader of the Symphonic Orchestra couldn't solve. With the aid of the Symphony Hall's janitor, Terry's difficulty is ended and the band plays on. This book, which has excellent format, is delightfully humorous and is clearly illustrated with large realistic black and white drawings. Not only would this story be "fun" for the primary child, but it could also be used to illustrate various musical instruments. J. F. M.

Lucky Pete. By Rachel Learnard. Illustrated by Gioia Fiammenghi. 404 Fourth Avenue, New York 16, New York: Abelard-Schuman, Inc., 1954. Pp. 158. \$2.50.

Peter Ladd's summer vacation began with a triple disappointment, enough to make any boy's heart heavy. Then a strange chain of circumstances brought excitement, surprises, and adventures, plus a warm friendship that would survive many a summer vacation. Small wonder Pete exclaimed on the day of the best birthday party a fellow ever had, "Gee, I'm a lucky guy!" The story abounds in good family living in which a small boy grows daily to maturity. M. E. C.

Indian Tales. Written and illustrated by Jaime deAngulo. 23 West 47th Street, New York 26, New York: A. A. Wyn, Inc., 1953. Pp. 246. \$3.75.

Report of a make-believe journey serves as the literary device by which the author can share his rich knowledge of the folkways of the Western Indians. A linguistics scholar, he reveals the character of Indian folklore—its tales of hunting adventures, its blessings and curses, its tall tales, its ceremonial rituals. Convincingly authentic, the content is probably too fragmentary in presentation to sustain the interest of boys and girls. I. M. K.

Easter Kitten. By Janet Konkle. Illustrated by Katherine Evans. 36 South Throop Street, Chicago 7, Illinois: Childrens Press, Inc., 1955. Unp. \$2.80.

Little Kitten wonders why the world is fresh and new when he first sees the green grass, flowers, and the yellow chick and soft fleecy duckling come out of eggs.

The wise Easter bunny tells him it is "the waking up time for the sleeping earth." Beginning readers will be charmed by the full-page photographs, pastel drawings, and the simple story of the season of new life. J. M.

The Two Cars. By Ingri and Edgar Parin d'Aulaire. 575 Madison Avenue, New York 22, New York: Doubleday and Company, Inc., 1955. Unp. \$1.50.

Here is an imaginary adventure in which two personified cars try to prove their worth in a race; each succeeds but in its own way. This colorful book, which holds interest for the older primary child because of the upgraded text, has pleasing format and large delightful illustrations. J. F. M.

The Thanksgiving Story. By Alice Dalglish. Illustrated by Helen Sewell. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1954. Unp. \$2.50.

This story of the first Thanksgiving in America is revealed through the life of one family from the Mayflower; their hardships and struggles typify those of all the Pilgrims. Distinctive, colorful illustrations convey the spirit of the story and add much to its appeal. This is an excellent, easy-to-read book for the primary grades. L. M. J.

The First Book of Supermarkets. Written and illustrated by Jeanne Bendick. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1954. Pp. 41. \$1.75.

Children of any group from third through sixth grade will find a wealth of concise material for a unit on the grocery store or foods presented in language they can understand. Illustrations are in color, with many explanatory sketches and clear detail. How supermarkets came to be and a brief prophecy as to their future give the book a modern emphasis which will be much appreciated by teachers and children. R. H. D.

The Make-Believe Twins. By Phyllis McGinley. Illustrated by Robert MacDonald. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1953. Pp. 48. \$2.50.

The Parker twins were "almost alike as a pair of pins." The game they liked best was to play make-believe; their vivid imaginations led them to pretend to be anything from enormous ships at sea to butterflies. There are eight little stories told in simple rhyme and profusely illustrated. The rhythmical quality of the prose and the rhyme suggest the book be read aloud. For grades one and two. L. M. J.

Your Town and Mine with Teachers Manual and Teachers Edition of Think and Learn Activities. By Eleanor Thomas, with Ernest W. Tiegs and Fay Adams. Illustrations by David Hendrickson, Harold Sichel, and Jonathan Swanson. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1954. Pp. 222, 67, and 64 respectively.

These are beautifully written books for the early grades and have a carefully controlled vocabulary. The general objective is making democracy work. The textbook is of attractive format with good clear type and ample illustrations. The activity book and teachers manual are equally attractive with materials varied for interest, yet comprehensive of the scope of the text. This teacher's manual should be a great aid to anyone using this book as part of their social studies. As with most good texts the materials of this one are based on special research so as to simplify learning. M. M. L.

Lavender's Blue. Compiled by Kathleen Lines. Illustrated by Harold Jones. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1954. Pp. 174. \$6.00.

This book of nursery rhymes from England is distinguished for its unusual, richly colored illustrations. The uncolored sketches are also actionful and faithful representations of the verses they illustrate. Many of the less familiar rhymes have been included in addition to the long time favorites. An outstanding book.

L. M. J.

Tiger, the Story of a Swallowtail Butterfly. Written and illustrated by Robert M. McClung. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1953. Unp. \$2.00.

This story is as simple and straightforward as its title. Even though the print is primer type, most primary children will find the vocabulary load too heavy. Probably more suitable for third or fourth grade reading level.

M. G. H.

The Challengers: Oregon in the 1840's. By Jo Lundy. Illustrated by Frank Nicholas. 554 Madison Avenue, New York 22, New York: Aladdin Books, 1953. Pp. 192. \$1.75.

An interesting, swift-paced story of the Oregon country, the life of the American homesteaders and their fight with the Hudson Bay Company. Indians and the missions, intrigue, and adventure are combined to bring

about a fairly exciting and an informative historical novel for young readers of the upper grades.

G. E. B.

Your Country's Store. By Margaret G. Mackey, Ernest W. Tiegs, and Fay Adams. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1953. Pp. 551. \$3.96.

This is an excellent textbook in American history for the seventh grade. Music, art, and science as well as influences of an economic and political nature are included. Ample maps, illustrations, and other teaching aids make the volume an enjoyable history of our country for the child.

H. H. F.

The Young Traveler in Scotland. By Ian Finlay. Illustrated by Kathleen Voute. Edited by Marjorie Macrae. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1954. Pp. 216. \$3.00.

The Victorian-sounding title of this work is not misleading. An encyclopedic quantity of information on Scotch life, history, and geography is presented in a forthright, instructive, improving, and, unfortunately, seldom beguiling manner. Any teenager with a vocabulary large enough to handle the language is unlikely to be deceived as to the true nature and purpose of the quite transparent device through which the material is presented. Pronouncing index. For reference perhaps.

T. J. C.

INEXPENSIVE PAMPHLET MATERIAL

Anatomy of Personality. By Donald K. Adams. Doubleday & Company, Inc., Garden City, New York, 1954. Pp. 42. 85¢.

Arithmetic and Curriculum Organization. By Vincent J. Glennon with Catherine Stack and Students. Bureau of School Service, Syracuse, New York, 1954. Pp. 132. \$2.00.

Art and Play Therapy. By Emery I. Gondor. Doubleday & Company, Inc., Garden City, New York. Pp. 58. 95¢.

Books We Like. Illinois English Bulletin. Illinois Association of Teachers of English, Gregory Hall, Urbana, Illinois, 1955. Pp. 84. 25¢.

Careers for English Majors. By L. Ruth Middlebrook. New York University Press, New York 3, 1954. Pp. 25. 25¢.

Easy Arithmetical Short Cuts and Tricks with Numbers. By J. Butler. The Bison Press, Shawnee, Oklahoma, 1954. Pp. 62. \$1.00.

Education in a Transition Community. By Jean Grambs. National Conference of Christians and Jews, New York 16, 1954. Pp. 124. 25¢.

Improve Your Learning Ability. A Life Adjustment Booklet. By Harry N. Rivlin. Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois, 1955. Pp. 48. 50¢.

Individual Development. By Lawrence Frank. Doubleday & Company, Inc., Garden City, New York, 1955. Pp. 52. 85¢.

Janie Learns to Read. National School Public Relations Association, Washington, D. C., 1954. Pp. 40. 50¢.

Learning—Reforcement Theory. By Fred S. Keller. Doubleday & Company, Inc., Garden City, New York, 1954. Pp. 37. 85¢.

Literature and Social Sensitivity. By Walter Loban. National Council of Teachers of English, 704 South Sixth Street, Champaign, Illinois, 1954. Pp. 36. 50¢.

Magic World of Books. A Life Adjustment Booklet. By Charlemae Rollins. Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois, 1954. Pp. 40. 50¢.

Money Management—Your Clothing Dollar. Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois, 1954. Pp. 36. 10¢.

Money Management—Your Shelter Dollar. Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois, 1954. Pp. 28. 10¢.

Studies in Education. Thesis Abstract Series. School of Education, Indiana University, Bloomington, Indiana, 1954. Pp. 242. 75¢.

Social Studies in the Senior High School. By Eunice Johns. National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1953. Pp. 108. \$2.00.

Social Understanding Through Literature. By G. Robert Carlsen and Richard S. Alm. National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1954. Pp. 111. \$1.25.

Statistics of Special Education for Exceptional Children. By Mabel C. Rice and Arthur S. Hill. U. S. Government Printing Office, Washington, D. C., 1954. Pp. 78. 30¢.

Studying and Learning. By Max Meenes. Doubleday & Company, Inc., Garden City, New York, 1954. Pp. 68. 95¢.

Teaching Foreign Languages in the Elementary Schools. University of Wisconsin Extension Division, Madison 6, Wisconsin, 1954. Pp. 24. 50¢.

Thousands of Science Projects. By Margaret E. Patterson and Joseph H. Kraus. Science Clubs of America, Washington, D. C., 1953. Pp. 44. 25¢.

Youth's Outlook on the Future. By James M. Gillespie and Gordon W. Allport. Doubleday & Company, Inc., Garden City, New York, 1955. Pp. 61. 85¢.

EDUCATIONAL CONFERENCES AND CONVENTIONS

- May 23-25: National Congress of Parents and Teachers, Chicago, Illinois.
- June 12-14: Annual Meeting, Future Business Leaders of America, sponsored by the United Business Education Association, NEA, Chicago, Illinois.
- June 13-16: Nineteenth Annual National Conference, National Association of Student Councils and National Association of Secondary-School Principals, NEA, Ardmore, Pennsylvania.
- July 3-8: Ninety-third Annual Meeting, NEA, Chicago, Illinois.
- July 4-7: Twentieth Annual Meeting, National School Public Relations Association, NEA, Chicago, Illinois.
- July 11-22: Department of Classroom Teachers, NEA, Twelfth National Conference, West LaFayette, Indiana.
- July 18-19: Second Annual Workshop in Television and Radio for Teachers, George Peabody College for Teachers, Nashville, Tennessee.
- July 22-27: National Audio-Visual Convention and Trade Show, Hotel Sherman, Chicago, Illinois.
- August 1-19: Fifth Annual Television Workshop at Michigan State College, East Lansing, Michigan.

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